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ABSTRACT

The purpose of this practicum was to develop a handbook that will be useful to principals in preparing their annual reports to their communities. The guideline for such a report was developed and disseminated to secondary principals. All 37 secondary schools' reports for the 1973-74 school year reflected the use of this guideline in preparing their reports. A random sample of parents of the largest senior high school in the district was surveyed to provide feedback on the effect of the school's report. Using this information and input from interested parties (parents, students, teachers, and staff members), the handbook was prepared. (Author)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THE DEVELOPMENT AND IMPLEMENTATION OF A UNIFORM SYSTEM OF REPORTING PRACTICES AND PROCEDURES IN SECONDARY SCHOOLS IN DUVAL COUNTY

by
Bobby Joe Ford

PRACTICUM REPORT
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF EDUCATION, NOVA UNIVERSITY

EA 006 317

Jacksonville
Dr. Bernice Scott, Coordinator

Maxi II Report
March 1975

THE DUVAL COUNTY SCHOOL BOARD

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March 21, 1975

Dr. Sam D. Kaylin
Practicums Department
Nova University
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

Please be advised that I have been informed of the progress of the project developed by Mr. B. J. Ford, an assistant principal in the Duval County school system. Mr. Ford has assisted a district task force in the development of improved procedures for the implementation of recent State legislation regarding the publication of an annual report of progress for each school in the district.

Under Mr. Ford's leadership a district handbook has been developed for use by school administrators as they prepare the annual report. It is my opinion that this document will assist greatly in the production of the report as well as the utilization of data accumulated for its preparation.

In general, the benefits accrued by the district from this particular practicum will be of sufficient consequence that I would recommend your favorable evaluation and approval.

If I can be of further assistance, I shall be glad to respond.

Sincerely,

Jean Blankenship

Jean Blankenship
Associate Superintendent, Operations

JB:CJP:paj

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Handbook of Practices and Procedures for Secondary School Reporting. .

ABSTRACT

THE DEVELOPMENT AND IMPLEMENTATION
OF A UNIFORM SYSTEM OF REPORTING
PRACTICES AND PROCEDURES IN
SECONDARY SCHOOLS IN DUVAL COUNTY

by
Bobby Joe Ford

March 1975

The purpose of this practicum was to develop a handbook that will be useful to principals in preparing their annual report to their community.

The guideline for such a report was developed and disseminated to secondary principals. All thirty-seven secondary schools' reports for the 1973-74 school year reflected the use of this guideline in preparing their reports.

A random sample of parents of the largest senior high school in the district were surveyed to provide feedback on the effect of the school's report. Using this information and input from interested parties (parents, students, teachers, and staff members), the Handbook was prepared. The Handbook is present under separate cover, but is part of this report. It was approved by the superintendent's cabinet to be used by secondary principals in preparing their 1975 report June 1.

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THE DEVELOPMENT OF A MODEL HANDBOOK FOR REPORTING PRACTICES AND PROCEDURES IN SECONDARY SCHOOLS IN DUVAL COUNTY

by
Bobby Joe Ford [1]

INTRODUCTION

The Governor's Citizens' Committee on education indicated a need for educators to better inform the public of achievements, problems, plans and improvements related to the schools. To remedy this situation, the 1973 State Legislature included as a part of Chapter 73-338, Laws of Florida, a provision for better informing the public about Florida's public schools.

The statute mandates that the Annual School Report shall be compiled and disseminated by each public school in every school district in the state of Florida. Such a report can also serve as a planning and management document for school and district level decision making. An important facet of the document is to be a report of the parents', students' and other citizens' attitudes toward the educational program of the school. Such information should provide input in revision of school programs and policies.

---

[1] Assistant Principal at Edward H. White, a comprehensive high school with a student enrollment of 2,250, located in Jacksonville, Florida.

A copy of the Annual Report is to be distributed by each public school to the parent or guardian of each student attending that school by June 1 of each year.

The objective of the report is to inform lay citizens of the educational outcome of various school activities. The report should not utilize sophisticated language or phrases and educational jargon that is not easily understood by the general public. It should be timely, informative and easily read.

Due to the recency of the reporting requirement for the schools, state guidelines lacked specificity that would facilitate the compiling of such a report. Therefore, the identification of a set of common items to be reported by each school appeared to be in order. Although schools in general share many commonalities, most administrators would contend that a school is a unique entity. Herein lies the dilemma. How can specific commonalities be reported for the inevitable comparisons that will occur and yet permit each school to capitalize on its unique features? If all schools with similar grade levels, such as high schools, will report on common items, it will provide for accurate comparisons and the cummative treatment of data. This process will provide data at both the district and individual school level for decision making.

One difficult aspect of the Annual Report was "how to go at it". One alternative was for individual principals, using the list of ten categories identified by the State Department of Education to develop a report, arrange for its duplication and distribution, having achieved minimum compliance with the legislation. Such an approach amid current demands for greater accountability appeared unacceptable.

The inevitability of school-to-school comparisons is a very real concern and a threat to many administrators; however, unless common items and procedures for reporting were developed--i.e., per pupil expenditure--confusion and increased dissatisfaction will exist within the public sector. Reporting on similar items among schools of the same grade level will provide for accurate comparison and also enhance the credibility of the report.

The shadow of the "systems approach to accountability" should impel principals to choose a more comprehensive approach to the need which would be only partially met by minimum compliance with the legislation.

Individual schools do not have independent existence and identity as implied in the legislation; and this truth should not only be observed but capitalized upon. If the reports were developed independently, without reporting

common items, a point of reference would not exist. Without this reference point, a valid interpretation of results would be impossible.

It seems logical to assess the effects of such a report. Does it meet the needs? The legislation did not require, nor provide, any indications of its desires about follow-up or feedback from the consumer, but rather assumed that such would result.

To fulfill its original intent, namely informing the citizenry in a meaningful manner, there was a planned method of gathering data on the response to the report by the consumer.

The data was used in the revision of the categories and guidelines for development of the report, resulting in a system of reports, rather than a "reporting system" for education.

The report is a comprehensive "report card" to the public it serves. A thorough understanding of such a report on virtually every facet of school and its programs will act as a catalyst for changing policies, procedures, and programs. Areas that need to be improved, as well as facilities which should be developed, were recorded in the annual report.

These improvements that were accomplished--due to a

better informed public, more concerned faculty and more responsive school administrators--were monitored and reported on in detail.

STATEMENT OF THE PROBLEM

The problem may be expressed as follows:

A. There were no common items or acceptable model for compiling the Annual Report.

B. The Annual School Report for Edward H. White High School had to be written.

C. There was no plan for collecting feedback data from the consumers of the report.

D. There was no plan for using data collected from the parent survey and the student survey.

CONCEPTUALIZED SOLUTION

The conceptualized solution is as follows:

A. Specific items were identified for the report and a model was developed for secondary schools.

B. Edward White High School's Annual Report was produced.

C. Feedback was collected through a random sample of Edward White students' parents.

D. The model used for writing the 1973-74 Annual Report was revised. The revised model included examples of using data collected from the parents' and students' surveys. The model has been distributed to secondary principals to use in writing their 1974-75 Annual Report. The data collected from the students' and

parents' surveys was analyzed. Where the data indicated a change in the school's policies and procedures was necessary, action was initiated to make such changes.

In brief, the 1974 Guidelines for Secondary Schools were developed in May of 1974.

Workshops were held for the principals to explain the guidelines and provide any assistance.

The annual reports were written. A critique of these reports indicate all secondary schools use the guideline.

To provide information on attitudes of parents and students, each school collected data using recommended survey instruments. The data collected indicated potential problems that parents and students felt were in the school. A procedure was developed for attacking these problems.

A questionnaire was developed to collect data on how the parents felt the annual report could be improved. The data from this questionnaire was used to revise the 1974 guidelines.

A report on this data, its collection, analysis, and recommendations is one part of the Handbook that was developed. The approach for attacking the problems

identified by parents and students is another part of the handbook. The 1975 guidelines and other appropriate appendixes material completes the handbook.

The Handbook of Practice and Procedures for Secondary School Reporting was approved by the Associate Superintendent of Operations Annual Report Committee and was distributed to Secondary Principals March 26, 1975.

CHAPTER II

DESIGN OF PROJECT

A committee of individuals representing most levels of the school system was formed to give input into producing guidelines for writing the annual report.

This committee met nine times for an average of one hour per meeting. Representatives on the committee were:

3 department chairmen at Edward White High School
2 parents of students at Edward White High School
2 students at Edward White High School
1 administrative staff member at White High School
1 supervision district staff member from Duval County

The committee had several intended purposes; but the majority of its time was used in only two functions--(1) as a review panel; and (2) as an approving body of the material presented.

The basic document used to work from was a state school board directive which listed the required categories the school must include in its report. These were: (1) Effectiveness in Achieving Goals; (2) Population Data; (3) Assessment Results; (4) Attitudes Toward the School; (5) Fiscal and Cost Accounting Data; (6) School Level Professional Improvement Programs; (7) Other Areas of Interest to Parents and the Public; (8) School Improvements; (9) Cooperative Sharing of Facilities; (10) School Advisory Committee or Other Parent Organization.

This list of required categories and a statement explaining that specific items must be written for each category, was given to the committee in the form of a handout. The committee also received a handout containing the following instructions:

> The final product will be a form of communication between the schools and the public. It must be written so readers can grasp the message quickly. It must be related to the specific characteristics, needs and interests of the audience. It is essential to have some idea of the educational level of the audience. The average American reads at the ninth-grade level. However, many read below that level. Most readers feel more comfortable reading at one or two levels below their maximum. Always use words you are sure the audience will understand. There is no point in obscuring a message with long words that send a reader to the dictionary or to the evening newspaper for relief. The tendency to be pompous and to display one's vocabulary must be resisted. Short and easy-to-understand words communicate effectively with most audiences.

Winston Churchill, facing Hitler's armed forces in 1940, said to Americans, "Give us the tools, and we will do the job." He did not say, "Supply us with the necessary inputs of relevant equipment, and we will implement the program and accomplish its objectives." His vigorous language helped to lift his nation to victory in the face of defeat. Will the educator who wrote this opening sentence in a newsletter article do his job as well? "The implementation of multifaceted approach in the language arts program will effectuate an improvement in the communicative efforts of students."

He could have said, "Students will learn to write and speak better because of a new way of teaching that uses a variety of techniques." Many readers will never know that, nor will they care.

These instructions set the stage for what needed to be done. Each category had to be simplified and written in words that would not cause confusion.

The categories were divided into four groups, and each group of categories was to be considered at an

assigned meeting. Category number four, "Attitudes Toward the School" (changed to read "What do students and parents think about (name) School"), was the one that required by far more time than any other group. Appropriate surveys to collect the data had to be identified, and procedures for its administration had to be decided upon.

At each meeting, one group of categories would be presented with suggested items and any revisions that were conducted during February, March, and April of 1974. The document was produced and presented to the superintendent's cabinet in early May. Minor revisions, such as how to handle postage, etc., were made during the presentation.

The final draft was presented one week later and was accepted. The document was duplicated by the district and distributed to every secondary principal in the county. The distribution was made at a scheduled annual report workshop for all secondary principals. The document, as presented to the principals, is located in Appendix A.

My phone number was given to the principals during the workshop and I received many calls for assistance from schools during the time they were writing their

reports. A critique of secondary schools' reports indicate all thirty-seven secondary schools used the document while compiling their reports.

CHAPTER III

EDWARD H. WHITE'S ANNUAL REPORT

Using the developed guidelines, the Annual Report for Edward H. White High School was compiled by the author with assistance from department chairmen, teachers and other staff members. The report as it was mailed to the parents is presented on the following pages.

The mailing list was compiled from homeroom registers. The list contained 2220 names and addresses of parents. A questionnaire was included in the envelope of a randomly selected group from this compiled list. The purpose of the questionnaire was to obtain information from consumers of the report. The data collected during this survey is presented in Chapter IV of this report.

Annual Report of School Progress
for
Edward H. White High School
Jacksonville, Florida

May 1974

This document was produced in compliance with Chapter 73-338, Laws of Florida, at an annual cost of $22,194.60 or $0.20 per copy to inform the public of school activities and plans.

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WHERE WE ARE AND WHERE WE ARE GOING
EFFECTIVENESS IN ACHIEVING GOALS

Our goal at Edward H. White High School is to develop each individual student to his maximum capacity through our educational and training programs. Students' learning experiences are directed toward the development of a commitment to our democratic society. Students are helped to develop a positive self-image and a personal value system in order to understand the process of decision-making in our changing society. In other words, our philosophy is "We Care".

To assure parents that education is maintained at acceptable levels in all areas and changed when necessary to meet present needs of our young people, we are evaluated every three to five years by the Southern Association of Schools and Colleges and the State Department of Education. If a school meets the standards set up by these associations, they are given a status of an accredited high school. Edward H. White has been accredited since our second year of operation.

Our programs are designed to meet individual differences. We have work-study programs for students in occupations from short-order cooks to secretaries. Our business and home economics departments have large blocks of time allotted to training students in a skill area to enable the student to go directly into the world of work. Our Foods Management Program prepares students for employment in the food industry or further education in their field. Our Cooperative Business and Cooperative Distributive Education programs train students in business and sales occupations while allowing them to work in their field part time. Our Trade and Industry Program trains students for jobs in industry. Programs in these areas require 1440 hours for completion. For any training that is not offered at Ed White, arrangements have been made with Technical High School for the student to receive his academic work here and then be transported to Technical High for his technical training. The N.J.R.O.T.C. program prepares young men and women for a career in the armed services.

The academic program prepares students for college as well as technical training in industrial arts and the fine arts and careers without further formal education. Some of our students are admitted to college after completion of

their junior year, while others go to work full time and earn credits toward graduation their senior year.

There are certain requirements that must be met before acceptance into these programs. Students must have earned all of their required credits toward graduation and an acceptable grade average by the college they wish to attend or a saleable skill in an area of need by the students wishing to work full time. Students, who, on their own, have studied certain subject areas in depth may earn a credit by examination. This leaves time to spend in other areas of interest or need.

In addition to our regular course offerings, we have a remedial reading program for students needing special assistance in reading. Also, we have a speech therapist who, on an appointment basis, works with students with speech problems. A number of students are on independent study in various subject areas.

WHO'S WHO

A. Population Data

Students	White #	Black #	Other #	Total #
Grade 10	843	68		911
Grade 11	768	51		819
Grade 12	570	38		608
Total	2,181	156		2,337
Faculty (All Grades)	93	25		118

Students: Transported % Morning Trip 58% Reduced or Free Lunch % 3%

Families:

High Income %	Middle Income %	Low Income %
49½%	42½%	8%

B. Teaching Experience

Total Faculty	1-3 Years	4-9 Years	10 or More
118	52	41	25

B.A. or B.S.	Master's	Doctorate
78	40	0

Number Working on Advanced Degrees 25

Teachers Leaving - Total 9

Business 1 Home Economics 1 Mathematics 2

Language Arts 2 T & I 1 Curriculum 1 Media Center 1

Reasons for Leaving Moving 3 Continuing education 2

Request Transfer 1 Other 3

TESTS AND WHAT THEY TELL US ABOUT OUR PROGRAM
ASSESSMENT RESULTS

We stress the importance of all students having a saleable skill by the time they graduate, whether they plan to attend college or not.

We evaluate the success of our programs by the appropriate results in different areas. Our cooperative work program, which allows students to go to school one-half of the day and work part time can be evaluated by the amount of money earned by the students on the job. These students earned $217,942.00 in 1972-73; to date, $220,164.00 has been earned. Twenty-eight students received district and state awards for outstanding achievement in their field of work. This is another indication of the success of these programs. Two of our graduates received N.R.O.T.C. scholarships through nominations by the program leader. Two of our graduates are in the service now as a result of our NJROTC program. They have advanced much faster in rates and pay than those who did not receive this training.

Seven students are on the job entry program and have a satisfactory rating.

Fourteen young men are now working on jobs in their area of training under the supervision of a school coordinator in our Trade and Industry program. They improve their skill and knowledge and, at the same time, earn a good wage.

The Twelfth Grade Test is used by our state universities in evaluating the readiness of students for college-level work. Ninety-three percent of our students took the Twelfth Grade Test. Twenty-two percent intend to go on to a four-year college; thirty-six percent want technical or vocational training; and forty-two percent will go directly to work after graduation.

Our students as a whole, fall into an average category. The following chart shows the percent of students who scored above 50 percent mark.

Verbal	54%	Aptitude	54%	Social Studies	51%
Quanitative	51%	English	51%	Reading	51%
		Science	52%	Math	48%

In order for a student to be accepted at a state university, a score of 300 on the Twelfth Grade Test is necessary.

Our college-bound students scored an average of 348. Ed White's percentage was higher than any other school in the county.

The State Department of Education gives certificates of merit to all students who score better than 98 percent in each area. We had 11 students who received these awards this year. One student made a perfect score on the verbal section of the S.A.T. College Entrance Examination Board which is extremely rare. Upon request, students who scored a total of 475 or above and 97 percent in an individual area will receive up to 45 quarter hours credit toward a degree at our state universities. Four of our students qualify for this advance placement. Two of our students were National Merit Finalists, and one of these students received $1,000 as a finalist. Scholarships are awarded by individual colleges and organizations. Selection for scholarships are based on grades and financial need.

Individual courses may be assessed by the objectives given for each course. Students know exactly what is expected of them to successfully complete each course they take.

In order to assess our programs, we sent letters to all our graduates asking for their assistance in evaluating their education. We determine from their answers the following information.

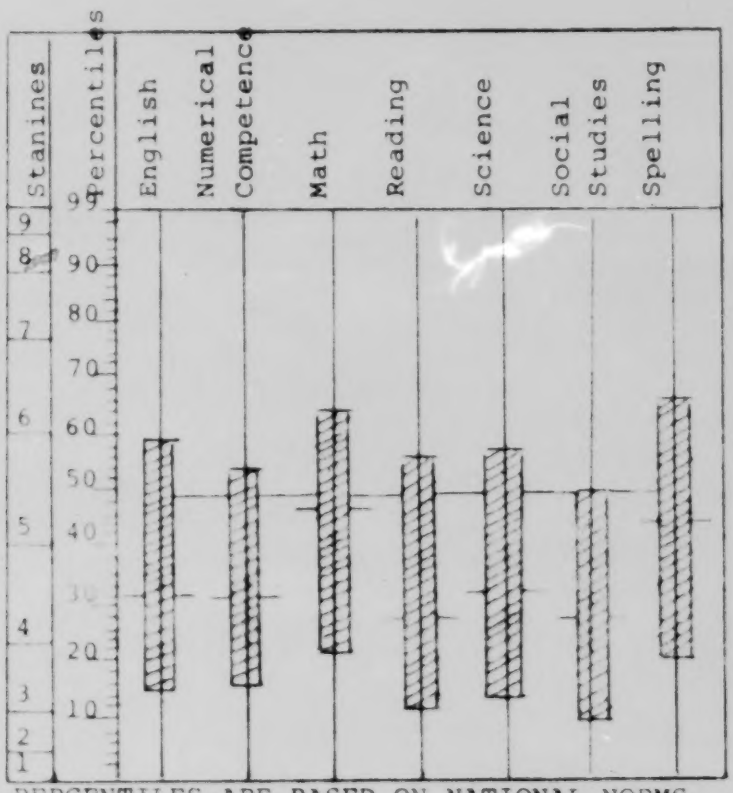
Of our 578 graduates, 520 responded to their questionnaires. Two hundred and eighty-nine are employed; 122 are going to college or receiving vocational training; 31 are working part time and going to Florida Junior College part time, 23 are housewives; 21 are in the Armed Services; 34 are unemployed. We also asked each graduate to evaluate his high school education as to how well it prepared him in his present position. Of those who answered these questions, 105 rated his preparation as excellent, 225 good, 78 fair, and 18 poor.

Each year the eleventh grade students are given the Stanford Achievement Tests which is a national test. The results compare students throughout the United States from all types of geographical, economic and educational backgrounds. The students are tested in the following subject areas: English, reading, spelling, mathematics, numerical competence, science and social studies.

The results of the tests for the 1972-73 junior class (636 students--of which 10 percent are considered to be economically disadvantaged students) at Edward H. White in-

dicated mathematics and spelling as our strongest areas, having the average scores of 45 and 44 respectively. Social studies, science, and reading were the weakest areas with average scores of 33, 36 and 36. The average score for numerical competence was 38. The majority of our students scored in the average range in all subject areas.

The chart below shows the achievement test scores of the Stanford Achievement Tests for students enrolled in this school in the 11th grade during the 1973-73 school year. The test was not administered to the 10th and 12th grades.



PERCENTILES ARE BASED ON NATIONAL NORMS							
Quartile 3	59	54	64	56	57	50	66
Quartile 2	32	31	47	28	31	27	43
Quartile 1	15	16	22	12	13	10	20
Mean	38	38	45	36	36	33	44
Std. Deviation	28	26	27	27	26	26	28
Students Tested	636	637	637	637	635	633	633

Because achievement test data given above refer to the 1972-73 school year, the data below for comparison purposes refer to the 1972-73 school year. During the 1972-73 school year 58 percent of the students at this school were bussed.

Grade	Percentage of Economically Disadvantaged Students
11	10

WHAT DO STUDENTS AND PARENTS THINK OF EDWARD H. WHITE HIGH SCHOOL?

It is generally accepted that attitudes serve as a primary motivation for behavior and that the learning effectiveness of students is enhanced by the possession of positive attitudes toward school. Therefore, it seems appropriate that some consideration be given to attempting to focus on student attitudes with regard to the school. The findings reported in this section of the report are based on responses to questionnaires completed by a random sample of 171 students at Ed White High School. A score of 12 on each subscale indicates an extremely good attitude in regard to that aspect. The average score for each of the subscales is printed below:

Student attitude about the school building	10	Student beliefs about the community's interest in the school program	7
Student attitude about the instructional program and instructional materials	8	Student feelings about schoolmates	8
Feelings about the school administration, school rules and regulations	7	Student attitude about teacher-student relationships	8
		General feeling about attending school	8

Opinion polls reveal that in recent years there has been a serious decline nationwide in the public's confidence in many institutions, including education. The purpose of this section is to report the results of a survey of attitudes of parents and citizens living in the Ed White School attendance area. A questionnaire was mailed to 215 parents of our students. These parents were selected at random and represented all grade levels. One hundred and twelve parents responded to this questionnaire. Fifty-five percent indicated that the attainment of self-satisfaction by students should be the most important goal for this school and the development of leisure time interests the least important. Program of studies, the quality of school facilities and the school size were identified as extremely good. Class control, student discipline were rated by 61.6 percent of the parents as good or fair and

11.6 percent as poor. Concerning potential problems confronting our school, students entering the labor market without saleable skills and students not completing high school were identified as extremely serious, and too little student freedom and school size as not a problem. The parents indicated that basic skills instruction is absolutely essential as a priority in the program.

THE COST OF EDUCATION - HOW YOUR TAX DOLLARS ARE IMPROVING
EDWARD H. WHITE SENIOR HIGH SCHOOL

It was the intent of state legislature that the major portion of current operating funds of the Florida Education Finance Program be expended in the programs and schools which generated the funds. Cost factors have been established by the state legislature in the programs of special education, vocational education, and basic education. The number of full-time equivalent students in membership in each school program determines the program and school state appropriations.

The following chart shows the school's total budgeted appropriations from local, state and federal sources. The information presented below on state appropriations and full-time equivalent students is intended to acquaint patrons of the Duval County School System with the new state method of appropriating funds for education.

Program	1973-74 In-School Budget	1973-74 Earned FTE	FTE State Revenue
Special Education	$ -0-	-0-	$ -0-
Vocational Education	181,216	391	433,583
Basic Education	1,381,105	1,817	1,115,058
Total Operating Funds*	$1,862,321	2,208	$1,548,641
Total Current Capital Outlay	$ 43,890		
Total In-School Cost Per Pupil	$ 843	879	

* The above monies include salaries, both certificated and non-certificated; employee benefits; materials and supplies including textbooks, library books, and audio visual materials; maintenance; equipment purchase and repair; and purchased services including telephone, electricity, fuel, garbage, gas, water and graduation expenses.

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HOW WE AT EDWARD H. WHITE HIGH SCHOOL WORK TO IMPROVE OURSELVES

How does our school compare with others in our county; in our state; in our section of the country?

Are we presenting a program to our students which will provide at least the minimum requirements for each of them in every aspect of their school life?

Do our plans for the future have specific goals of excellence toward which we can strive?

To help each secondary school answer questions of this nature in an objective manner, the Southern Association of Secondary Schools was formed. In order to be an accredited member of this association, our school in 1971-72:

a. Made an exhaustive self-study by each department of the school following guidelines outlined by the Southern Association.

b. Submitted this report to a committee of the Association during a three-day visit to our school.

c. Received from the committee, at an open meeting and in a written report, their evaluation of our assessment of ourselves.

d. Was then accredited by the Southern Association for a period of five years, after which time, the evaluation process will be repeated.

After the accreditation process, how do we insure reasonable progress toward our specified goals?

1. We are visited by one or more representatives of the state education department at irregular intervals, at unannounced times as a "spot" check of a specific facet or our overall program.

2. We make an annual report to the county as to our progress in meeting our objectives.

3. The county furnishes to the State of Florida an annual report on all of our schools whereby comparisons

can be made on a statewide level.

How do our teachers keep up to date? Are there planned learning activities for teachers? Can teachers get involved in educational planning?

The Master Plan is a program available to help teachers keep up to date in ways to help students in the classroom. A teacher can earn specific numbers of points for work in this program. If enough points are accumulated by a teacher, they may be used to renew his teaching certificate.

During the pre-and post-planning periods of the school year, teachers in all areas attend programs especially designed for their subject area. If a particular group of teachers (social studies, mathematics, etc.) in a school decide that they want to know about a special topic, they may request that this be made available to them.

Teachers are often invited to serve on educational committees. Our teachers have served on committees to write educational specifications for new schools, Southern Association evaluating teams, and curriculum writing teams. We have also participated in educational programs at our local universities.

WHAT ELSE IS HAPPENING AT EDWARD H. WHITE SCHOOL?

Why have student activities?

Student activities are needed to provide for opportunities of participation to fulfill the needs, interests, and talents of every student in the school; to promote experience of leadership, personal responsibility and decision making; to assist in the developing and maintaining of good physical and mental health through extra-curricular physical activities; and to provide for social interaction among students.

Role of Student Government in the total school.

The Student Council has functioned excellently by providing for representation of all students through homerooms and in assisting in the development of school policies, providing good student morale, school spirit, and general welfare of students.

Student Publications.

Edward H. White has a yearbook, a newspaper and a literary magazine.

Clubs

A. Subject Area Clubs - Purpose and Membership

1. Thespians - To promote interest in drama and the theatre arts. 38 members.
2. Florida Youth in Education of America- To train students who are interested in educational careers. 13 members.
3. QuePasa - To promote understanding of Spain and Spanish speaking people. 19 members.
4. Entra Nous - To further study of French language, people and culture. 40 members.
5. Girls' Athletic Association - To support girls' varsity sports program. 36 members.
6. DECA I and DECA II - (Distributive Education Clubs of America) To promote leadership and advancement in the field of marketing and distribution. 85 members.
7. S.P.Q.R. - To provide an opportunity for students to enhance their interest in Latin.
8. C.E.C.F.- (Cooperative Education Clubs of Florida) To provide an extra-curricula activity for the working student. 27 members.
9. Future Homemakers of America - To provide a group of students interested in Home Economics career oriented fields activities and information. 38 members.
10. Photography Club - To further awareness and appreciation of the photograph and motion picture film as art forms. 9 members.

B. Service Clubs - Purpose and Membership

1. Student Advisory Committee - To better the relations between students and faculty and students among students. 14 members.
2. Zeta Sigma - To be of service to both school and the community. 40 members.
3. Senior Spirit Club - To promote school spirit. 17 members.
4. Keyettes - Girls' organization which provides service to school and community. 37 members.
5. Key Club - Boys' organization which provides

service to school and community. 37 members.

6. Civenettes - To provide a service for both school and community. 34 members.
7. Sigma Tuna Phi - To provide service to school and the community. 19 members.
8. Delta - To provide service to school and the community. 43 members.
9. Zappa - To be of service with guidelines set by the Y.M.C.A. 25 members.

C. Sports - Intramurals

Boys		Girls	
Cross-Country	14 students	Volleyball	14
Football	100	Basketball	16
Basketball	30	G.A.A.	36
Wrestling	24	Softball	18
Soccer	30	Track	15
Baseball	19	Swimming	12
Track	25	Golf	10
Golf	8	Tennis	7
Swimming	15		
Tennis	7		
Total Boys	272	Total Girls	128

D. Academic Achievement

National Honor Society - Total membership 117 students.

E. Student Exchange Program

During the 1973-74 school year, four students from Argentina and Brazil were enrolled at Edward White as exchange students to learn about our customs and our American way of life.

Community Service Participation

A. United Fund - Each faculty member had the opportunity to contribute to the United Fund.
B. Blood Bank - Both faculty and students gave blood to the Blood Mobile.
C. Muscular Dystrophy - The Inter-Club Council and Parent Teacher Student Association sponsored a community fair on April 6 with proceeds going to the Muscular Dystrophy Association.
D. Heart Fund - All clubs collected money in the community for the Heart Fund.

WHAT MAKES EDWARD H. WHITE DIFFERENT?

Facilities (physical)

Open concept, air conditioning, centrally located Media Center, central courtyard.

Scheduling

Modular schedule permits flexible scheduling. (capable of conforming to new situations.

Curriculum (Includes Extra-curriculum)
Wide variety of courses including NJROTC; three tracks (pre-college, pre-business, pre-technical).

Philosophy
"We Care". Each student is an individual.

Community Relationships
Summer recreation programs, community school.

HOW EDWARD WHITE HIGH SCHOOL AND THE COMMUNITY SHARE FACILITIES

A. In terms of the following -

Sporting Events (Indoors) - YMCA basketball, karate classes, personal health and hygiene in cooperation with the Florida Junior College, city volleyball league, city recreation basketball.
(Outdoors) - YMCA basketball practice, tennis, Pop Warner basketball, model airplane flying, driver training, junior league baseball.

Civic Events - School beautification, career fair, voters' registration drive, PTSA programs, participate in Walk for Mankind, Miss Ed White pageant, volunteer income tax assistance.

Dramatic Events - Faculty-student talent show, band and choral concerts, skits, approved church groups.

Exhibits - Community Fair, career fair, community education exhibit at Roosevelt Mall, use of NJROTC and drill team.

Other Activities - Use of guest speakers for resource

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in drug abuse, alcoholism, marriage and family, child abuse, government officials. Feeder schools to Ed White also play a part in sharing of the school-community facilities.

1. Ed White school property is constantly being used by the citizens of this community. The recreational facilities are being used seven days a week through activities such as tennis, basketball and numerous other activities carried on in the gym. Almost every aspect of school plant property, equipment and grounds are used--from audio visual aides, blackboards, to the technical equipment in the shop area.

2. Ed White uses the community and its resources extensively. This is done through our occupational specialists who invite business and industry into the school. We also tap community resources by utilizing guest lectures on topics such as drugs, child abuse, etc. City officials, school board members and community members are encouraged to visit and participate in the programs we offer. Recreational sites are also used extensively in the community--such as Ramona Bowling Lanes, Hyde Park and Willow Lakes Golf Courses, Good Shepherd Pool, Cecil Field and others.

B. Vocational Programs -

At the present time we have 61 business and industrial programs--26 business, 8 trade and industry, 3 home economics, 10 industrial arts, and 14 community school. Our present enrollment in vocational programs is 391 students with an anticipated enrollment of 490 for the fiscal year 1974-75. A few of the programs that are considered very important are:

1. Air Conditioning and Refrigeration - This program serves both students in the daytime as well as adults in the evening. The program is designed to give the students the basic skills necessary to perform in the trade. Another important factor considered in this program is the training of students for a saleable skill after graduation.

2. Occupational Specialist - These specialists assist Ed White students by the collection and dissemination of career information. This is done in several ways including the maintenance of a career library, inviting guest speakers to talk to the students or issuing work permits to students. The approximate number of students assisted this year is 3,200 with a projection of over 5,000 by June 30, 1974.

3. Shorthand and Typing - This program serves both students in the daytime and adults in the evening. The program is designed to give the students the necessary basic skills to meet the professional demands in the business world. These programs start at a basic level and go to advanced skills in the second and third year.

CITIZENS' PARTICIPATION IN DEVELOPMENT OF EDWARD H. WHITE COMMUNITY HIGH SCHOOL PROGRAM

A. Community Advisory Council

This council is meeting twice a month at the present and setting up some goals to be accomplished. It is the responsibility of this group to improve the understanding between our school and community. The primary duty of the council is that of advising. This includes suggesting, recommending and evaluating. Areas of concern may well include curriculum, plant use, communications, planning, remodeling, student and adult activities, neighborhood problems and many others.

B. Parent-Teacher-Student Association

The P.T.S.A. meets three times a year. They are involved in many projects concerning our school, such as beautification.

C. How many people are taking part in school activities?

1. Overall school program 7:30 a.m. - 10:00 p.m.
   a. Daytime - 2,300
   b. Afternoons and Evenings - 1,500
2. Yearly report progress - A yearly report will be mailed to each parent or family in June of each year.
3. Volunteer (non-paid personnel)
   a. Nurses' helpers - No volunteer helpers; however,

there are 19 student aides working in health services.

b. Teachers' helpers - No volunteer helpers. However, we have 25 student aides helping elementary teachers and 50 student aides helping high school teachers.

c. Lunchroom helpers - None.

4. P.T.S.A. enrollment - 156 members (92 parents, 36 teachers, 28 students).
5. Number of parents in school - 2,006
6. Members attending advisory council - Ten people on the steering committee have been meeting twice a month. Thirty-five people will be added to this group to complete the Advisory Committee.

YOUR PART IN EDWARD H. WHITE HIGH SCHOOL

We encourage and solicit parent involvement and participation in activities at the school. If you are interested in working in or if you wish more information on any of the following activities, please check and return this form to the principal's secretary.

1. Voluntary Teacher Aide	___	6. Choral Parent Group	____
2. Voluntary Office Aide	____	7. Band Parent Group	____
3. Fund-Raising Projects	____	8. Plant-Grounds Improvement	____
4. P.T.S.A.	____	9. Advisory Committee	____
5. Athletic Boosters	____	10. More Information on Community School	____

11. Other _____

Name _____

Address _____ Phone _____

CHAPTER IV

SURVEY OF CONSUMERS OF THE ANNUAL REPORT

Although the public continues to have a high regard for the schools in their community and a firm faith in the value of an education, there is an important change taking place in what Americans expect of the public educational system. Past generations were content to accept the evaluation of school boards, teachers, and administrators that the schools were satisfactorily meeting their obligation to provide the best education for all youth. Recent trends make it obvious that citizens are increasingly questioning educational objectives and seeking more objective data to substantiate the quality of education received by students. The entire process has been popularly labeled "accountability".

The Florida Legislature in recent sessions has attempted to inact legislation related to the concept of accountability. Florida Statute 228.165 requires the development and distribution of an individual school progress report by June 1 of each school year. The original intent of the statute was to assist in the re-establishment of public confidence in the school system. Public confidence in schools can and should be improved. The Annual Report is but one way this can be accomplished.

Opinions of parents indicated changes in the Annual Report are necessary. The technique used for obtaining the

opinions of parents of the 1973-74 Annual Report was a questionnaire sent to a random sample of 222 individuals in the community served by the school. Each individual completed the questionnaire and returned it by a self-addressed stamped envelope.

The questionnaire contained ten questions. Two different kinds of information were compiled. Data from the first five questions indicated the extent to which the report met its basic purpose, "Did it inform the public?" The second five questions indicated how the report may be modified to better meet the public's need for information. A copy of the questionnaire is included in Appendix C.

Using the mailing list that was compiled for mailing the Annual Reports, every tenth name was selected as a recipient of the questionnaire. To avoid conflict with previous sampling, the selection began with the third name on the list: then, thirteenth, twenty-third, etc.

Prior to mailing the questionnaires, each participant was contacted by phone and an explanation was given regarding the purpose of the questionnaire. The participants were assured that the questionnaire would take very little time and were asked to look for the questionnaire and stamped self-addressed envelope enclosed in their annual report package. Seven of the recipients stated they would not participate in the survey; they were not mailed a question-

naire. One week after the questionnaires were mailed, ninety-seven had been returned. Through a coding method inside the return envelope, the recipients' returned questionnaires were accounted for. Those who had failed to return the questionnaire were called every three days until each had been contacted three times. At the end of four weeks, 162 questionnaires had been returned. Of the original selection, seventy-three percent were returned. Of the 215 questionnaires mailed, over seventy-five percent were returned.

ANALYSIS OF DATA

Questions were grouped into positive and negative response sets, the positive response being the more desirable response in each case. An examination of the data indicated that the parents felt the report was successful. (See Figure 1).

A bimodal response was available in questions one, two, three, four, and six. Questions five and seven had four and three choice responses respectively. In each question, the response could be considered as negative or positive. In question five, the responses "excellent" and "good" were considered a positive response and the "fair" and "poor" as negative. Only the response indicating the report was "the right length" was considered a positive response for question seven.

Figure I

Question Number	Synopsis of Question on Questionnaire	Total Responses	Number & Percentage Responses Positive		Negative	
			No.	%	No.	%
1	Better understands programs	162	131	80.8	31	19.2
2	Provided new information	162	152	93.8	10	6.2
3	Report worthwhile	162	142	87.6	20	12.4
4	Report desirable	162	120	74.0	42	26.0
5	Rate school success	162	152	93.8	10	6.2
6	Readibility of report	162	131	80.8	31	19.2
7	Size of report	162	109	67.3	53	32.7

The positive responses on items 6 and 7 seem to indicate that the report was mechanically sound; the length and the reading level were acceptable. Positive responses on items 1, 2, 3, 4, and 5 also seem to indicate that the information in the report was desirable, new, informative, as well as being convincing. Recommendations based on responses about each of these characteristics of the report would be to maintain the identified characteristics in any future report.

The three remaining survey questions were more difficult to deal with. Questions eight and nine were mirror questions--responses to question eight being a positive response, and responses

to question nine being negative responses.

Question eight asked, "Which section (category) of the report did you find most interesting?" (See Columns 2 and 3 in Figure II). Question nine asked, "Which category was least important?" (See Columns 4 and 5 in Figure II). Those not responding to questions eight and nine were 3.8% and 13.0% respectively. See total responses in Figure II).

Figure II

Annual Report Category	Responses to Categories Most Important		Responses Categories Least Important		Synopsis of Report Categories
	Number	Percentage	Number	Percentage	
1	0	0	22	13.5	Goals
2	0	0	15	9	Population of school
3	72	44	0	0	Test
4	23	14	52	32	Attitudes
5	56	34.5	6	3.7	Cost
6	0	0	21	12.9	Staff Professional Improvement
7	5	3	5	3	Interest, special
8	0	0	25	15	School improvement
9	0	0	39	24	Community School
10	0	0	8	4.9	Parent Organizations
Total Responses to Questions Eight and Nine	156	96.7	141	87.0	

The category on school goals and effectiveness in achieving goals was not selected by anyone as most interesting; however, 22 or 13.5% of the individuals indicated that it was of least value. Because of the value of goal setting and the evaluation of achieving established goals, additional examination of the discrepancy is warranted. The material for this category is poorly worded for the purpose of in-

forming the public--not for an accrediting agency (for which it would have been acceptable).

It is recommended on category one that in addition to the present method of presenting information on school goals, that goals be stated in relationship to what the parents know the school is doing. For example, most parents are aware that schools teach mathematics, business education, vocational education, etc. Goals should be stated at each of these element levels. For example: in Business Education, the goal might be that students enrolled will acquire the appropriate entry level skills for employment as secretaries, stenographers, or clerks followed by success in accomplishing the stated goal. For example: enrollment in Business Education classes totaled 530 students; 502 of these students achieved or surpassed the stated goal. Parents would understand and be interested in this type of goal which states what is to be accomplished and how well it was accomplished.

This recommendation would apply for other categories receiving zero on "Most interesting" and a negative for "its importance". It is therefore recommended that the categories on school:

Goals, Population Data, Staff Professional Improvement, and Parental Organizations include additional informa-

tion based on participant, student, or adult accomplishments and performance. Implementation of this recommendation should increase the interest level significantly. School goals, for example, should be stated at the element levels (math, science, etc.). In Business Education the goal may be that students enrolled will acquire appropriate entry level skills for employment as secretaries, stenographers, or clerks. The goal statement would be followed by progress toward accomplishing this goal. For example: the enrollment in Business Education classes in this school totaled 530 students; of this number 502 students achieved or surpassed the stated goal. Similar examples could be cited for each category listed above. What is to be accomplished and how well it was achieved in relationship to students in each area of concern are basic data elements for this category.

Those categories receiving high positive scores and low negative scores seem to indicate that categories 3, 4, and 5 were high interest items.

Results for the parent and student attitudes category indicate that 14% of those surveyed understood the material as presented while 32% did not understand. Again, data could have been presented in a more interesting manner.

It is recommended that information for the attitudinal categories in future annual reports include the results of

parent and student attitudes of the previous year with a description of actions implemented to alleviate the problems identified and the results of such actions. If parents indicated a perception that the school had a drug problem, this should be stated with an indication of the action implemented to alleviate the problem and the results. Data from the parent and student attitudinal survey with an appropriate method of using such information is presented in Chapter V of this report.

Information obtained from the tenth question on the questionnaire (see Figure III) was the most informative in identifying additional information desired by respondents for inclusion in the 1974-75 Annual Report.

Figure III

ADDITIONAL INFORMATION REQUESTED BY RESPONDENTS

Areas of Requested Additional Information	162 Total Respondents Number Responses	Percentage Responses
a. Course offerings	57	35.1
b. Program evaluation	63	38.8
c. Student activity	17	10.4
d. Parent attitudes	43	26.5
e. Student attitudes	17	10.4
f. Guidance services	141	87.4
g. Educational cost	39	24.0
h. School policies	12	7.4
i. Other (Specify)		
Student Grades	123	75.9
Student Conduct Policies	131	80.9

Data presented in Figure III seems to indicate that parents are not well informed about the availability of services provided by the school or the method for determining student success or failure. There also appears to be a need to inform parents of current discipline policies for students. The problem is not that such information does not exist, but that parents do not have this information.

The brevity required in the Annual Report makes it impossible to provide detailed information, but rather information in summative form.

Therefore, it is recommended that information in the following areas be dissiminated directly to parents separate from the Annual Report:

1. Guidance Services Handbook: This document should explain the services available through the school Guidance Department, how parents may have access to the service, how individual students may take advantage of the service, and ways in which the parent may enhance their child's education through using the services of the Guidance Department.
2. Course Offerings Handbook: This document should inform parents of courses available to students in a specific school, what courses should be taken if the student anticipates college entrance, employment in a vocation, or enrollment in a technical school. Parents should also be provided with information necessary to the appropriate placement of students as well as criteria for success or failure of students.

3. Student Discipline Policies: This document should include attendance requirements, parental alternatives for student misbehavior. Each rule or regulation stated should include a rationale for the rule or regulation. Suggestions for parental action to insure proper conduct of students should also be provided.

Forty-two of those individuals responding (25.9 percent) indicated some type of critical concern about reporting test results in the Annual Report. These concerns appeared in the form of statements, such as "page five not understood"; "page five not necessary"; "page five no good". (Page five is the same as page twenty of this report.) These remarks indicated that the information presented was not readily understood by the general public.

Student achievement test results were presented in chart form showing the achievement test scores of eleventh grade students. The necessity to present such information is apparent, but charts including stanines, quartiles, standard deviation, etc., are not readily understood by the general public. This type of information should be interpreted and presented in narrative form as well as being presented in simplified chart form displaying

expected scores compared to actual results.

It is therefore recommended that achievement test data be presented in table form allowing separation of each section tested (English, math, etc.) and that each section include an expected score with the actual test score presented in an adjacent column. This format for presenting the information would facilitate the comparison of what should have been accomplished with what was accomplished. There should also be an accompanying narrative explaining any positive or negative discrepancies.

For those items requiring additional information, the recommendation is that information be presented in a simplified manner that the layman reader may readily understand. For example: the total cost of education could be presented in a pie-shaped chart with each section indicating the proportionate distribution of funds. If the reader understands that fifty-eight cents of their school tax dollar is used to pay salaries while only thirty-eight cents of this amount is spent for teachers' salaries, the chart will have achieved part of its intent. Survey respondents indicated a high degree of interest in the cost of education category. Many also indicated a desire for additional information related to the cost of education.

Therefore, the recommendation for the cost of education category is that in addition to the present method of indicating the cost of education, that the total school dollar be presented in the form of a "pie" graph: in one graph, each section representing how money is spent according to OBJECT classification; in another graph, the sections representing how money is spend according to FUNCTION.

OBJECTS: Salaries, employment benefits, purchase services, material and supplies, and capital outlay.

FUNCTIONS: Instructional, instructional support, general support, and community service.

Over 38 percent of the respondents to the questionnaire requested more information on program evaluation. In an effort to understand the type of information requested, twenty-five of the original recipients of the questionnaire were contacted and asked this question: "What information do you expect on program evaluation?" Their answer indicated a school program seems to be synonymous with departmental divisions (element) such as a Home Economics program, Athletics, Mathematics, Science, etc. If the intent and desire of the report is to relate to participants, their achievement and performance, the most obvious method of accomplishing the task of presenting evaluation results would be for each element (mathematics, science, etc.) to

display basic information reflecting performance of those students enrolled in courses in each element. For example, the mathematics evaluation would be displayed as follows:

ELEMENT	TOTAL ENROLLMENT	GRADE DISTRIBUTION				
		A	B	C	D	E
Mathematics	554	30	70	330	82	32

This type of information, in conjunction with achievement test scores, could serve as a general indicator of how well the element is functioning. For example: if a discrepancy such as positively skewed curve appears in a grade distribution curve, and a distribution of achievement test scores indicates otherwise, an analysis of grading standards and the method of determining student achievement might be in order.

It is recommended in the category "Tests and what they tell us about our programs", that each element display the basic information on student performance such as: total student enrollment, and grade distribution for the total student enrollment.

CHAPTER V

USING PARENTS'AND STUDENTS' SURVEY DATA

Opinion polls reveal that in recent years there has been a serious decline in the public confidence in educational institutions. Public confidence in schools can and should be improved. During the spring of 1973-74, an opinion poll was administered in Duval County. Opinions of parents and students were collected at each individual school. Some of the most important information collected in this survey was information identifying potential problems in each particular school.

If a principal does not administer a survey, public confidence may or may not be affected, but to administer a survey of students and parents that identified potential problems and then not take any action on such information, not only indicates a lack of leadership, but will have a negative effect on public confidence.

The information included in this chapter represents but one method or approach that may be implemented to assist in alleviating potential problems identified in the recent school surveys.

The information obtained from parents and students was collected using two separate instruments. Copies of the survey instrument are included in Appendix B.

The instrument used in the student survey was The Student Morale Scale developed by Lawrence S. Wrightman at George Peabody College, Nashville, Tennessee in 1972. The parent survey instrument was a slightly modified version of an Annual Survey of the Public Schools by George Gallup, developed by Gallup International, Princeton, New Jersey.

The students' survey was administered to 171 students at Edward H. White High School from a random selection of 215 students. No effort was made to administer the test on a "make-up" basis to students who were absent when the survey was made. The method for randomly selecting candidates for both surveys can be found in Appendix B.

Parental surveys were mailed to 215 randomly selected parents representing all grade levels. One hundred and twelve parents responded to this questionnaire. Information obtained from the parent survey will be restricted to the section of the survey on "Possible Major Problems Confronting our School in 1974", (Page 3 of parent survey, Appendix B).

Parents were asked to indicate the seriousness of twenty-three potential problems in Edward H. White High School. The degrees of severity were "Extremely Serious Problem", "Serious Problem", "Less Serious Problem", "Not a Problem", and "No Knowledge". Parental responses to

potential problems are displayed in Figure IV.

PARENT SURVEY OF POTENTIAL PROBLEMS

For each of the twenty-three potential problems, a percentage was determined for parents considering the specific problem as extremely serious, serious, less serious, not a problem, or no knowledge. Each problem was ranked, using the extremely serious responses in Column 1 (See Figure IV, Column 1). Column 2 displays the problem ranking using the combination of extremely serious and serious responses. It was determined that in all cases where one-third of the responses indicated an item was a potential problem at Edward White, the administration would closely scrutinize the problem and initiate activities to eliminate or reduce the problem. Nine problems were identified in this manner.

It was decided by the principal and staff that potential problems identified by the parents would be presented to the school's "Local School Advisory Council" (LSAC). Problem areas identified by the student survey would be presented to the school faculty for committee action.

At the April 29, 1974 regular meeting of the Edward White LSAC (See Appendix D, page 1, for agenda of the meeting), the results of the parent survey were presented

to the LSAC. The instrument used in the parent survey was distributed to each LSAC member present. How the results were compiled was explained. Using a large poster, the nine potential problems ranked in priority order was presented. After a lengthy discussion there was no question as to whether the problems as well as their ranking was an acceptable representation of the school's potential problems. The council agreed that to attack the problems would be a worthwhile responsibility for them to assume. (See Figure IV for a complete list and ranking of potential problems as identified by parents).

The form on page 2 of Appendix D was distributed to the entire committee. On this form each member indicated in priority order (1, 2, and 3) the committee on which they preferred to serve. The information from these forms were used in placing each member on committees to attack selected problems. See Appendix D, Page 3 for a list of committees and their members. The activities of these committees during the first three months of the 1974-75 school year are located in Appendix D.

FIGURE IV

PARENT SURVEY - POTENTIAL PROBLEMS

DESCRIPTION OF PROBLEM	Ranked only by extremely serious	Ranked only by extremely & serious	%	Question Number
Substance abuse; e.g. drugs	2	1	58.2	10
Lack of saleable skills	1	2	57.2	23
Not completing high school	3	3	57.0	22
Lack of parent interest	8	4	44.5	7
Getting competent teachers	5	5	42.7	4
Too much student freedom	4	6	37.2	15
Lack of student responsibility	12	7	36.2	19
Lack of student achievement	9	8	35.8	18
Discipline	9	9	35.7	1
Vandalism	10	10	31.2	11
Learning Disabilities	7	11	27.4	20
Financial support	17	12	26.3	2
Student morale	11	13	25.5	12
Teacher morale	16	14	19.3	13
Administration morale	15	15	18.1	14
Teacher-student morale	13	16	17.2	6
Integration	18	17	13.0	3
Facilities	23	18	11.8	8
Teacher-administration relations	22	19	11.2	21
Student-teacher safety	21	20	10.2	17
Program of studies	14	21	9.6	9
School size	20	22	8.1	5
Too little student freedom	19	23	5.6	16

STUDENT SURVEY OF POTENTIAL PROBLEMS

The instrument used for the student survey was the Student Morale Scale. Students were asked to read eighty-four declarative statements and indicate agreement or disagreement with each statement. Students were given no "time limit".

NARRATIVE REPORT ON STUDENT SURVEY

School Plant

Considering the 171 students' responses to the 84 items, a general indication of students' attitudes about Edward White High School may be determined. It appears that student attitudes toward the school facility is extremely positive. Students indicated that the building is nice, new, well-planned, not crowded, provides good working environment, is pleasingly decorated, provides confort, has an attractive site, is not too unique, is kept clean and in good repair. Students, as expected, were very proud and happy with the site and facility of Edward White High School.

Instruction, The Program, Material and Equipment

A majority felt instructional audio-visual and book materials were in good supply and used effectively by teachers. Students indicated that the library is used for school business rather than social activities. A

majority of the students expressed that their interests in hobbies and skills had been broadened and developed while at White High School. Most students felt that programs were well balanced between academic and elective programs. A great majority indicated that the time a student must spend in preparation outside of class to be successful was reasonable and not overburdensome. It appears there is a need for increased faculty awareness of students to comparing their work and themselves with other students.

Due to the use of subjective evaluative devices and inconsistency, students felt that they had been treated unfairly with regard to grading. There is a need for all teachers to be more explicit in giving instruction, directions and assignments to students, thereby assuring students understanding of what is expected. A majority of the students surveyed felt textbooks should be updated more often.

Students identified strong points of the program at Edward H. White as ample resources, good teachers, and a broad program of courses.

Administrative Rules and Regulations and School Staff

About one-half of the students felt there were too many rules and regulations which control students during

school hours. A great majority felt the principal to be fair in dealing with students.

Almost all students felt that the school is well-staffed and that guidance counselors are helpful. About half of the students felt there is too much supervision of students during the school day.

A great majority of the students felt the principal and assistant principal do not know most students by their first name; but they were not overly strict. A majority of the students felt the punishment for an offense usually fits the offense. Most students felt the school operates in a neat and orderly manner.

Community

A large majority of the students felt the community wants the school to try out new methods and materials. Generally the students felt the community supports the school financially in every way but does not participate in school activities and affairs enough. A majority felt their teachers are not paid as much as other teachers employed in nearby counties.

The students felt there are adequate club opportunities and that most of their friends go to school at Ed White.

More than half felt there are not enough students interested in athletics and school spirit. Most students

felt the student body is about the right size.

A majority felt that students at different grade levels are friendly. Although about half of the students desire more individual friends, they felt they have many friends at the present time.

A majority felt that, although the school is friendly, privacy is possible when desired.

Teacher-Student Relations

Most students felt their teachers know them by name that the teachers do not ridicule their students and they help make students feel comfortable and at ease in class.

Fewer than a majority felt that teachers in general thought of teaching as "just a job".

The general school morale is very high. Students felt they have a better school and are happy to go to Ed White when compared to weekend fun and a utopia, it came up short, which is good.

SELECTION OF POTENTIAL PROBLEMS

If as many as forty percent of the students indicated that a problem exists, it was determined that such a statement would be selected as a potential problem. (Students' responses to individual items are included in Appendix B, page 16).

Twenty problems were selected in this manner. The problems were located in five of the seven areas the survey encompassed. The two areas where no problems were

identified were the "School Plant" and "General School Morale" areas. The five areas where problems were identified are listed below. A synopsis of the statements indicating the problems are listed with the appropriate area. The total number of students' responses are enumerated immediately after each statement. Following the numeral responses are the percentage responses for each statement.

IDENTIFIED PROBLEMS FROM STUDENT SURVEY
(Total Students Surveyed - 171)

		INDICATION OF PROBLEM	
A.	INSTRUCTION - PROBLEMS (Synopses of Statements)		
	1. Students feel they don't know what is expected of them - assignment, etc.	120	70%
	2. Our library is not a very friendly place.	104	60.8%
	3. Textbooks are out of date.	92	54%
	4. Some students receive better grades for the same work done than I receive.	83	48.5%
	5. Development of hobbies and special interest skills is needed.	78	45.6%
B.	SCHOOL RULES AND REGULATIONS		
	1. The principal and assistant principal don't know students by name.	148	86.5%
	2. Fairness of punishment.	98	57.3%
	3. Too many rules and regulations.	86	50.2%
	4. Too much supervision of students.	85	49.7%

		INDICATION OF PROBLEM	
C.	COMMUNITY - HOW STUDENTS THINK PARENTS SEE SCHOOL		
	1. Teachers do not receive higher salaries here than in other counties.	164	95.9%
	2. Few parents attend school functions - school plays, sports events, open house, etc.	117	68.4%
	3. The P.T.S.A. is not very active in this school.	103	60%
	4. Parents are not interested in the school.	85	49.7%
	5. This district spends more money than most school districts on education.	114	82%
D.	STUDENT - STUDENT RELATIONS		
	1. Students need to be more friendly to other students.	86	50.2%
	2. There is "less school spirit" here than in other schools.	80	46.7%
	3. Most students are not interested in how their school teams do in sports.	82	48%
E.	TEACHER - STUDENT RELATIONS		
	1. Teachers at this school have "teacher pets".	102	59.6%
	2. Teachers do not understand needs and problems of students.	78	47%
	3. Teaching is just a job to most teachers here.	75	43.8%

The decision was made by the principal and staff to present the problems identified to the school faculty for action.

The above list was distributed to each faculty member with an appropriate form indicating their selection of problems they preferred to investigate and attack. The

faculty was then asked to select an area (Instruction, School Rules, Regulations, etc.) and two Potential Problems in this area on which they would prefer to serve. Following their selection of committee assignments, each committee was asked to meet and accomplish the following tasks: (1) Select a permanent chairman; (2) Statement of the problem; (3) State objective of committee; (4) Develop (activities) for solving or reducing identified problems; (5) Indicate the method of evaluation. Each committee chairman submitted a completed copy of plans for accomplishing these tasks to the principal before the post-planning (June 11-13, 1974) period ended.

During pre-planning (August 15-24, 1974) each committee was given time to meet and plan activities that would assist in the reduction or elimination of the problems. (A complete list of all committees established, a sample activity and report by one committee is included in Appendix E.) Each committee was then scheduled to report committee work at regularly scheduled faculty meeting. This involvement has resulted in increased teacher-student morale.

IN SUMMARY

School problems were identified through student and parent surveys. Problems identified by parents were presented to the school LSAC for action. Problems identified by

students were presented to the faculty for action (each faculty committee included four student representatives). Regular progress reports of committee action was given to the total faculty.

RECOMMENDATIONS

Problems identified in the 1975 survey will be just as important as those identified in the 1974 surveys. The recommendation is to continue the present approach to solving the problem as outlined above, to involve as many parents, students, faculty and staff as possible, thereby increasing awareness of the problems and providing the opportunities for working toward a solution.

RECOMMENDATIONS FOR USING PARENT AND STUDENT SURVEY DATA

The information obtained from parent and student surveys are important and valuable data for making policy decisions. Once a potential problem is identified by such data, the appropriate vehicle or method of action may not be apparent.

Therefore, it is recommended that: (1) Potential problems identified by parent surveys be presented to the Local School Advisory Council for their scrutiny; committee investigation and their recommended action be made to the principal (2) Potential problems identified by student surveys be presented to the school

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faculty for scrutiny; committee investigation and recommended action be made to the principal. All committees should include student representation.

RECOMMENDATIONS FOR MODIFYING ANNUAL REPORT

In consideration of the data presented in Chapter IV, the following modifications seem appropriate in the established procedures for reporting progress in secondary schools in Duval County.

This report has attempted to recognize the strong positive points of the past report by recommending their continuation in any future reports. Based on an analysis of existing data:

1. The recommendation is made that the mechanical soundness, length, and reading level of the 1973-74 report be maintained.

2. The recommendation is made that the content of future reports maintain the characteristics of presenting information that is desirable, new, informative, and credible.

3. The recommendation is made that the following categories include additional information based on the participant (student or adult) achievements and performance: Goals, Population Data, Staff Professional Improvement, Activity of Community School, and Parent Organizations. Implementation of this recommendation should increase the

interest level.

4. The recommendation is made that information on the attitudinal category be presented from the previous year's survey, then report actions implemented for the alleviation or solution of the identified problem and what the outcome of such actions were. For example: If during the 1973-74 survey the parents indicated the school had a drug problem, what action was taken and what were the results of such actions? This should be reported in the 1974-75 report before the results of the present year's survey is reported.

5. The recommendation is made that detailed information in the following areas be compiled and distributed directly to parents (not sent home by students):

A. Guidance Service Handbook: This should explain what sources are available through the Guidance Department, how parents can have access to this service, how their student may take advantage of the service, and what the parent may do to enhance their child's education through using the services of the Guidance Department.

B. Course Offerings Handbook: This should inform the parent of what courses are available to their student, what courses should be taken if the student is going to college, going into a vocation, going to a technical

school, or terminating his formal education at the end of high school. The parent should also be provided with information necessary to determine which of these areas their student should be placed. How the success or failure of students will be determined should also be included.

C. Student Discipline Policies: This should include attendance requirements, what access parents have if their student misbehaves. With each rule or regulation stated, a rationale for such should be given. What parents can do to insure proper conduct of their child should be provided.

6. The recommendation is made that achievement test scores be presented in table form allowing separation of each section tested (English, math, etc.) and that each section have an expected score and the actual test score presented in adjacent columns. This manner of presenting the information will facilitate comparison of what the information should have been accomplished with what was accomplished. There should also be an accompanying narrative explaining the data.

7. The recommendation is made that in addition to the present method of presenting the cost of education, that the total school dollar be presented in the form of a "pie" dollar. In one"pie", the slices represent how money is spent

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according to OBJECT; in another "pie", the slices represent how money is spent according to FUNCTION.

OBJECTS: Salaries, employment benefits, purchase services, material and supplies and capital outlay.

FUNCTIONS: Instructional, instructional support, general support, and community service.

8. It is recommended in the category "Tests and what they tell us about our programs", that each program will display the basic information on student performance such as: total student enrollment, and provide grade distribution for the total student enrollment.

PROGRAM	TOTAL ENROLLMENT	GRADE DISTRIBUTION				
		A	B	C	D	E
Mathematics	554	30	70	330	82	32

9. The recommendation is made that a systematic attempt be made by each school to access public opinion of their annual report.

APPENDIX A

GUIDELINES FOR WRITING
1973-1974 ANNUAL REPORT

197- ANNUAL REPORT CATEGORIES

1. Effectiveness in Achieving Goals
   (WHERE WE ARE AND WHERE WE ARE GOING)

2. Population Data
   (WHO'S WHO)

3. Assessment Results
   (TESTS AND WHAT THEY TELL US ABOUT OUR PROGRAM

4. Attitudes toward the School
   (WHAT DO STUDENTS AND PARENTS THINK ABOUT _____ SCHOOL)

5. Fiscal and Cost Accounting Data
   (THE COST OF EDUCATION _ HOW YOUR TAX DOLLARS ARE IMPROVING _____ SCHOOL)

6. School Level Professional Improvement Programs
   (HOW WE AT _____ SCHOOL WORK TO IMPROVE OURSELVES

7. Other Areas of Interest to Parents and the Public
   (WHAT ELSE IS HAPPENING AT _____ SCHOOL)

8. School Improvements
   (WHAT MAKES _____ SCHOOL DIFFERENT)

9. Cooperative Sharing of Facilities - The School and the Community
   (HOW _____ SCHOOL AND THE COMMUNITY SHARE FACILITIES)

10. School Advisory Committee or Other Parent Organizations
    (CITIZENS PARTICIPATION IN DEVELOPMENT OF _____ SCHOOL COMMUNITY HIGH SCHOOL PROGRAM)

11. YOUR PART IN _____ SCHOOL

1. WHERE WE ARE AND WHERE WE ARE GOING
(In narrative report, include the following.)

A. Goals of School (Refer to School Board Policy Handbook)

B. Function of Southern Association and State Accreditation and Status of School

C. Vocational Programs
   1. Work Experience, CDE, CBE, DCT
   2. Business Blocks
   3. Home Economic Blocks
   4. T & I Program, Technical High School
   5. Industrial Arts
   6. Job Entry
   7. ROTC

D. Academic Programs
   1. Pre-Tech and Pre-College course offerings
      a. Terminal performance objective
      b. Interim performance objective
   2. Early Admissions
   3. Advanced Placement Program
   4. Credit by Examination

E. Follow-up Data on Graduates
   1. Number of graduates gainfully employed
   2. Number of graduates in college
   3. Number of graduates in vocational or technical training
   4. Number of graduates unemployed
   5. Number of graduates unemployed (married)

F. Specialized Programs
   1. Exceptional Child Programs
   2. Gifted
   3. Remedial Reading
   4. Speech Therapist

2. WHO'S WHO

A. Population Data

Students	White #	Black #	Other #	Total #
Grade 10				
Grade 11				
Grade 12				
Total				
Faculty (All Grades)				

Students: Transported % ____ Free or Reduced Lunch % ____

Families:

High Income %	Middle Income %	Low Income %

B. Teaching Experience

Total Faculty	1 - 3 years	4 - 9 years	10 or more

B.A. or B.S.	Master's	Doctorate

Number working on advanced degrees ____

Teachers Leaving - Total ____

Department (#) ____ Department (#) ____ Department (#) ____

Reasons for Leaving

Maternity ____ Moving ____ Continuing Education ____

Private Business ____ Retire ____ Promotion ____

Request Transfer ____ Transferred because of Reduced Enrollment ____

Temporary Assignment Elsewhere ____ Other ____

3. TESTS AND WHAT THEY TELL US ABOUT OUR PROGRAMS

A. Brief narrative report giving data on number of students with saleable skills, amount of money earned by co-op students, how ROTC results in rapid advancement in military, and job placement for skilled students.

B. Brief explanation of Florida 12th grade test

1. Give results of students by subject area. Use percentage as follows: Percentage of students who scored better than 50% of all students in the state in each area.

2. Give same data on college-bound students

a. Explain 300 total needed for state universities.

b. Give percent of college-bound students who scored above 300.

c. Scholarships awarded.

d. Certificates of merit by State Department 2% Club.

3. Assessment of individual course offerings by percentage of compliance in relationship to the school's educational plan.

4. WHAT DO STUDENTS AND PARENTS THINK OF _____ SCHOOL?

In order to determine the attitudes of students, parents, faculty and staff toward the school, conduct a random sampling of the above using the following instruments:

"Annual Gallup Poll of Public Attitudes toward Education", Phi Delta Kappa, September 1972 - for parents, teachers, staff.

"School Sentiment Index", Instructional Objective Exchange - for students - revised for use in Duval County Public Schools.

A. Survey _____% of our patrons, faculty and staff

1. Form a committee for personal contact with patron to be surveyed to explain purpose of questionnaire.
2. Questionnaires and self-addressed stamped envelope will be mailed to patrons who gave positive response to the person contacted.

B. Survey _____% of our entire student body by random sampling.

1. Select random sampling, _____% at each grade level.
2. Selected students will meet at an appointed time and place during school time to be given the questionnaire.

C. Results will be tallied using the Phi Delta Kappa's questionnaire format.

D. Narrative report briefly summarizing positive and negative results of attitudinal responses toward the school for the annual report.

(Several items pertaining specifically to individual schools may be included.)

5. THE COST OF EDUCATION - HOW YOUR TAX DOLLARS ARE IMPROVING _____ SCHOOL

It was the intent of state legislature that the major portion of current operating funds of the Florida Education Finance Program be expended in the programs and schools which generated the funds. Cost factors have been established by the state legislature in the programs of special education, vocational education, and basic education. The number of full-time equivalent students in membership in each school program determines the program and school state appropriations.

The following chart shows the school's total budgeted appropriations from local, state and federal sources. The information presented below on state appropriations and full-time equivalent students is intended to acquaint patrons of the Duval County School System with the new state method of appropriating funds for education.

Program	1973-74 In-School Budget	Earned FTE	FTE State Revenue
Special Education			
Vocational Education			
Basic Education			
K-3			
4-10			
11-12			
Total			
Total In-School Cost Per Pupil			
	School	Duval	Florida

How your tax dollars are improving _____ (Name of School)

6. HOW WE AT _____ SCHOOL WORK TO IMPROVE OURSELVES AT OUR SCHOOL

A. Brief narrative on -

1. Accreditation requirements by the Southern Association and by the State.

2. School activities related to self-study and evaluation.

B. Brief statement about the inservice point system.

C. Method(s) for determining inservice needs.

D. Planned future inservice activities.

E. District, State, and National Committee Participation.

7. WHAT ELSE IS HAPPENING AT _____ SCHOOL?

I. Why have student activities?

II. Role of student government in total school.

III. Student publications available.

IV. Clubs (List clubs with brief explanation and number of students in each area.)

A. Subject Area Clubs (Total number students)

B. Service Clubs (Total number students)

C. Sports - Intramurals (Total number students)

D. Academic Achievement (Total number students)

E. Student Exchange Program (Total Number students)

F. Other

V. Community service participation

A. United Fund

B. Candy Stripers

C. Others

B. WHAT MAKES _____ SCHOOL DIFFERENT?

A. Unique Features

1. Facilities (Grounds and building)

2. Scheduling

3. Curriculum Enrichment
(Field Trips, Zoo, Museum, Symphony, etc.)

4. Philosophy

5. Community Relationships
(Schools, recreations, etc.)

9. HOW _____ SCHOOL AND THE COMMUNITY SHARE FACILITIES

A. In terms of the following -

Sporting Events (indoor and outdoor)
Civic Events
Dramatic Events
Exhibits
General Recreation (supervised and unsupervised)
Other Activities

(1) Specify ways in which the community makes use of school property (physical plant, equipment, grounds, etc.)

(2) How does the school most effectively use community resources and facilities, such as public libraries, lectures, etc.

B. What is offered in the area of business and industrial programs to meet student and community needs. List the numerical number of programs existing and explain a few of the most important.

10. CITIZENS' PARTICIPATION IN DEVELOPMENT OF _____ SCHOOL PROGRAM

School Advisory Committee or other Parent Organization

A. What are the duties and responsibilities of the local School Advisory Council or other community agencies?

B. What is going on in the school?

C. Is this council or agency doing what it is supposed to do?

D. How many people are taking part in school activities?

a. Overall school program 7:30 - 10:00

1) Daytime
2) Afternoons and evenings

b. Yearly report progress

c. Volunteer (non-paid personnel)

1) Nurses' helpers
2) Teachers' helpers
3) Lunchroom helpers

d. P.T.S.A. enrollment

e. Number of parents in school

f. Members attending advisory council

11. YOUR PART IN _____ SCHOOL

We encourage and solicit parental involvement and participation in activities at the school. If you are interested in working or if you wish more information on any of the following activities, please check and return this form to the principal's secretary.

1. Voluntary Teacher Aide _____
2. Voluntary Office Aide _____
3. Fund-Raising Projects _____
4. P.T.S.A. _____
5. Athletic Boosters _____
6. Choral Parent Group _____
7. Band Parent Group _____
8. Plant-Grounds Improvement _____
9. Local Advisory Council _____
10. More Information on Community School _____
11. Other: _____

_____

NAME: _____

ADDRESS: _____

PHONE: _____

APPENDIX B

a. Guidelines for Gathering Parent and Student Opinions about Your School

b. Parent Questionnaire

c. Student Questionnaire

d. Student Morale Scale Score Sheet

Guidelines for Gathering Parent and
Student Opinions about Your School

I. Selection of Sample

A. Size of sample — To determine the size of the sample for your school, do the following:

1. Determine the total number of students currently enrolled in your school.

2. If you have 1,000 students or less, then your sample size will be 200 (100 to take the student questionnaire and 100 to have the parent questionnaire sent to their homes).

3. If you have more than 1,000 students, then determine what 20% of your total current enrollment is and that number will represent the size of your sample.

Ex. 1,500 Current enrollment
x .20 (20%)
300

Of the 300 selected, 150 will be part of the student sample and 150 will be used to identify parents for the parent sample.

B. Selection of names for sample — To determine who will be included in the sample for your school, do the following:

1. If you have 1,000 students or more, then you would select every 5th student from your register of currently enrolled students.

This can be done by collecting homeroom registers and having a designated member of your (office) staff make the selection of every 5th currently enrolled student. Please emphasize that no substitutions are to be made. If a student is currently enrolled and his/her name is selected, then he/she is to be part of the sample even if there appears to be reasons for excluding his/her name.

Before you select your sample, number the lines on the Questionnaire Sample Form from one to whatever number of students is to be included in your sample.

As the students are being selected, gather the information about parents and the addresses only on students whose name corresponds to the even numbers. Only the parents of these students will be sent the questionnaire.

2. If you have less than 1,000 students currently enrolled in your school, do the following:

   a. Take the number of students enrolled in your school and divide this number by 200. Round out your answer. The number you end up with will tell you which students on the list you will select.

      Ex. If you have 560 students currently enrolled, then sample every 3rd student on your registers.

      $560 \div 200 = 2.8$ rounded to 3

   b. If you find that you still need more names to reach 200, then select every ——— name on the register. Make sure the number you select does not correspond with one already used.

   c. If you find that you have more than 200 names, then go ahead and include them all as part of your sample.

C. Determination of Instrument to be Given —

To determine who will receive which instrument (student or parent), do the following:

1. All students with even numbers assigned to their names on the Questionnaire Sample Form will be part of the student sample and will be given the student instrument (see instructions for administration).

2. All students with odd numbers assigned to their names on the Questionnaire Sample Form will be used for the parent sample. The parents of these students will be mailed a copy of the parent instrument.

II. Administration of Instruments --

A. Procedures for administering the student instrument

1. Have the person(s) in your school who is (are) most familiar with test administration and/or who generally administer county achievement tests such as the Stanford Achievement Test (SAT) be responsible for administering this instrument.

2. Ask the test administrators to follow the same standard procedures that they have used to administer achievement tests for the county when sampling procedures were used and all students were not being tested.

Suggestions:

a. Administrators should be familiar with the procedures they are to use and be uniform and consistent in the administration of the instrument.

b. As much as possible, students should be relaxed, free from interruption, provided with adequate work space, and provided with a properly lighted work area, etc.

c. Students need to understand what they are doing, why, and how they are to do it.

d. The instrument is not to be timed. Allow sufficient time for most students to complete it.

3. Instruments should be returned to a designated person for processing.

4. If the identified student is absent on the day the instrument is to be administered, then he/she is to be marked absent and will not be tested at a later date. Alternates will not be selected to replace absentees.

B. Procedures for administering the parent instrument

1. Method of Distribution - To distribute the instruments, mail them to the parents, making sure to enclose the two following items:

a. An empty stamped envelope with the school address.

b. A cover letter from the principal on school letterhead.

Note: For purposes of saving time, it is suggested that this questionnaire be sent by first-class mail.

c. A copy of the questionnaire.

2. Follow-Up Procedures - If a reply is not received within seven days, send a follow-up letter. Wait one more week for parents to return the instruments. After this time, total your results.

PARENT QUESTIONNAIRE ABOUT _____
(Name of School)

Instructions

Please answer each of the items on this questionnaire based on the way you feel about _____.
(Name of School)

GOALS OF EDUCATION

Persons have different reasons why they want to get an education. Please place a check (✓) in the column which expresses your own personal feelings as to the importance of each of the following goals of education.

GOALS	Most Important Goals	Important Goals	Un-Important Goals	Not Goals
1. To obtain satisfying employment				
2. To get along well with people at all levels of society				
3. To achieve financial success by learning job skills				
4. To attain self-satisfaction				
5. To develop skills to enable one to adjust to his/her environment and to change it when necessary				
6. To develop leisure time interests				
7. To attain competency in basic educational skills				

HOW DO YOU RATE _____
(Name of School)

Please place a check (✓) in the column that indicates your opinion about each of the following school characteristics.

CHARACTERISTICS	Extremely Good	Good	Fair	Poor	No Knowledge
1. Program of studies					
2. Extracurricular Activities					
3. Teachers					
4. Effective teaching methods					
5. School facilities (quality)					
6. School size					
7. Teacher-pupil ratio					
8. Instructional materials					
9. Class control (discipline)					
10. School administration					
11. District administration					
12. Student-teacher relations					
13. Student and teacher safety					
14. Racial relations					
15. Equal opportunity for all					

POSSIBLE MAJOR PROBLEMS CONFRONTING OUR SCHOOL IN 1974

Please place a check (✓) in the column that indicates your opinion about the seriousness of each of the following as a potential problem in _____ (Name of School).

POSSIBLE PROBLEMS	Extremely Serious Problem	Serious Problem	Less Serious Problem	Not a Problem	No Knowledge
1. Discipline					
2. Financial support					
3. Integration					
4. Getting competent teachers					
5. School size					
6. Teacher-pupil ratio					
7. Parents' interest					
8. Facilities					
9. Program of studies					
10. Substance abuse, e.g. drugs					
11. Vandalism					
12. Student morale					
13. Teacher morale					
14. Administration morale					
15. Too much student freedom					
16. Too little student freedom					
17. Student-teacher safety					
18. Student achievement					
19. Student responsibility					
20. Learning disabilities					
21. Teacher-administrator relations					
22. Students not completing high school					
23. Students entering labor market without saleable skills					

RESPONSIBILITY FOR SOLVING POSSIBLE PROBLEMS

Please examine the following list of possible problems confronting school in 1974. Indicate with a check (✓) your opinion as to where the major responsibility rests for solving such a problem

POSSIBLE PROBLEMS	Home	School	Home and School	Community	Home, School & Community	State or Federal	Other
1. Discipline							
2. Financial support							
3. Integration							
4. Getting competent Teachers							
5. School size							
6. Teacher-pupil ratio							
7. Parents' interest							
8. Facilities							
9. Program of studies							
10. Substance abuse, e.g. drugs							
11. Vandalism							
12. Student morale							
13. Teacher morale							
14. Administration morale							
15. Too much student freedom							
16. Too little student freedom							
17. Student-teacher safety							
18. Student achievement							
19. Student responsibility							
20. Learning disabilities							
21. Teacher-administrator relations							
22. Students not completing high school							
23. Students entering labor market without saleable skills							

SECONDARY PROGRAM PRIORITIES

Please place a check (✓) in the column indicating your opinion to the importance of each of the following for _____.
(Name of School)

PROGRAM	Very Important	Important	Less Important	Not Needed	No Knowledge
1. Teaching students the skills of reading, writing, and arithmetic					
2. Teaching students how to solve problems and think for themselves					
3. Teaching students how to get along with others					
4. Teaching students to respect law and authority and to understand the reasons for them and how to change through legal means					
5. Teaching students the skills of speaking and listening					
6. Teaching students vocational skills					
7. Teaching students career exploratory					
8. Teaching students health, and physical education					
9. Teaching students about people and the world around them					
10. Teaching students how to act in competitive situations					
11. Teaching students an appreciation of fine arts and how to express themselves in various media					
12. Teaching students an appreciation of the humanities					

Place a (✓) check in the column that best indicates your opinion as to the value of each of the following programs. Duval County Public Schools offered these programs during the 1972-1973 school year.

PROGRAM	Absolutely Essential	Essential	Could Be Curtailed	Not Essential
1. Kindergarten				
2. Grades 1-12				
Basic Skills (reading and mathematics)				
Grades 1-3				
Grades 4-6				
Grades 7-12				
Other subject areas (e.g. social studies)				
Physical Education				
3. Vocational/Technical				
Grades 7-9				
Grades 10-12				
4. Continuing Education (Adult)				
High School Completion				
Vocational/Technical				
Community Interest				
5. Community School (extension of instructional program for all age levels)				
6. Summer programs				
7. Exceptional child programs				
8. Credit by exam				
9. Advanced placement				
10. Compensatory education (disadvantaged students)				
11. Drug Education				
12. Reading Remediation (supplement to basic program)				

THE STUDENT MORALE SCALE

_____ School _____

Date _____ Boy or Girl Grade _____

Directions: This is not a test. This booklet lists a series of statements about your school. Read each one and decide whether you agree or disagree with the statement. If you agree, put a capital A in front of the statement. If you disagree, put a capital D in front of the statement.

This is a part of a project being done at many different schools all over the country. No one at your school will see your answers; they will be collected and taken away right away. So answer as frankly as you can. You will probably find that you agree with some of them and disagree with others.

Remember: Do not answer the way you think you should, but the way you really feel.

_____ 1. Compared to most school buildings I've seen, this building is nicer.

_____ 2. There are many more audio-visual materials available at this school than at the average school.

_____ 3. There are too many rules and regulations at this school.

_____ 4. The people in this community want the schools to try out new educational methods and materials.

_____ 5. If there were more clubs here, this school would be a lot friendlier place.

_____ 6. All my teachers know me by name.

_____ 7. I look forward to Friday afternoons because I won't have to go to school for two days.

_____ 8. My school building is too large; it is too far to walk from one class to another.

_____ 9. Our library is not a very friendly place.

_____ 10. The principal of this school is very fair.

_____ 11. My parents feel the community is spending too much for education.

_____ 12. Most of my friends go to the same school that I do.

_____ 13. Most of my teachers laugh at my mistakes in class.

_____ 14. I'd rather go to this school than most.

_____ 15. My school is too crowded.

_____ 16. This school has helped me develop hobbies, skills, and interests I didn't have before.

_____ 17. There are not enough janitors in my school to keep it clean.

_____ 18. Teachers in my school get higher salaries than do teachers in nearby counties.

____ 19. Most of the students here aren't very interested in how the school athletic teams do.

____ 20. Most teachers here help me feel comfortable and at ease in class.

____ 21. Often I'm afraid that I'll do something wrong at school.

____ 22. This school building is the nicest I have ever seen.

____ 23. There is too much emphasis on the "three R's" at this school and not enough opportunity for students to develop their own interests.

____ 24. The guidance counselor here is helpful. (Leave blank if there is no guidance counselor in your school.)

____ 25. The parents of most of the students here are not very interested in the school.

____ 26. This school has just about the right number of students in it for me.

____ 27. Teaching is just another job to most teachers at this school.

____ 28. I would not change a single thing about my school, even if I could.

____ 29. This school building is old and run-down.

____ 30. Our homework assignments are fair and reasonable.

____ 31. There is too much supervision of students at this school.

____ 32. This school district spends more money on education than most school districts do.

____ 33. Sometimes I'd just as soon eat lunch by myself, rather than with the other students here.

____ 34. Most teachers at this school don't have any "teacher's pets."

____ 35. If it were possible, I would transfer to another school.

____ 36. If I were a teacher I would want to teach in a school like this one.

____ 37. Often I do more work and do it better than someone else, but I don't get any better grade for it.

____ 38. The principal of this school knows most of the students by name.

____ 39. Few of the parents attend school plays, sports activities, open houses, etc.

____ 40. The older children at this school are very friendly toward the younger ones.

____ 41. The teachers here are more interested in keeping the school bright and shiny than in helping the students.

____ 42. I am very proud of my school.

——— 43. Most of the classrooms in this school are drab and undecorated.

——— 44. At this school we can take subjects like Typing, Shops, and Music which are of special interest to us.

——— 45. The cafeteria here is too noisy.

——— 46. The people in the city (or county) I live in are very interested in having good schools.

——— 47. I wish that I went to a school which has fewer students than this one.

——— 48. Most of the teachers at my school are very friendly and understanding.

——— 49. I get scolded a lot at school.

——— 50. My school is a comfortable one.

——— 51. Sometimes the assignments we are given are not very clear.

——— 52. The janitors in my school do a good job.

——— 53. Most parents really aren't interested in how good our schooling is.

——— 54. There is a lot more "school spirit" here than at most schools.

——— 55. There is not a single teacher in my school who I could go to with a serious problem.

——— 56. I am lucky that I get to attend this particular school.

——— 57. This school building is just about the ugliest I have ever seen.

——— 58. My teachers use a lot of books, references, and audio-visual materials to help me learn.

——— 59. Students are likely to get severely punished here for small offenses.

——— 60. The leaders of this community have provided school facilities equal to those anywhere.

——— 61. I wish the other children at this school were friendlier to me.

——— 62. The principal and teachers here are properly appreciative when a student has done something outstanding.

——— 63. There is a lot of wasted time at this school.

——— 64. My school building is the only one of its kind in the country.

——— 65. The textbooks used in this school are pretty dull and uninteresting.

——— 66. Things are done at this school in a neat, orderly way.

——— 67. The school district doesn't spend much money on its schools.

——— 68. I have many good friends at this school.

BEST COPY AVAILABLE

——— 69. Teachers do not seem to understand the needs and problems of students here.

——— 70. Each morning I look forward to coming to school.

——— 71. My school is often dirty and smelly.

——— 72. Our library is well-stocked with good books and many reference materials.

——— 73. The principal and assistant principal are too strict here.

——— 74. The P.T.A. at this school is very active.

——— 75. There is no place in this school for a student to be by himself to think through a problem.

——— 76. Students here pretty much get the grades they deserve.

——— 77. Many of my friends at this school would like to go to another school instead.

——— 78. There are many things in this school building which need to be repaired.

——— 79. The school work is too hard at my school.

——— 80. The assistant principal knows the names of most of the students.

——— 81. The community really supports our school.

——— 82. I don't like most of the other students at this school.

——— 83. Too many of my teachers are mean or unfriendly.

——— 84. I am ashamed of my school.

SM - Scale Score Sheet

_____ School _____

Date _____ Grade _____ Birthdate _____ Sex _____

Race _____ Teacher's Name _____ Religion _____

Father's occupation _____ Other _____

School Plant		Instruction		Admin., Reg., Staff		Community		Other Students		Teacher-St. Relat.		Gen. School Morale	
+	−	+	−	+	−	+	−	+	−	+	−	+	−
1.	8.	2.	9.	10.	3.	4.	11.	12.	5.	6.	13.	14.	7.
22.	15.	16.	23.	24.	17.	18.	25.	26.	19.	20.	27.	28.	21.
36.	29.	30.	37.	38.	31.	32.	39.	40.	33.	34.	41.	42.	35.
50.	43.	44.	51.	52.	45.	46.	53.	54.	47.	48.	55.	56.	49.
64.	57.	58.	65.	66.	59.	60.	67.	68.	61.	62.	69.	70.	63.
	71.	72.	79.	80.	73.	74.			75.	76.	83.		77.
	78.					81.			82.				84.
Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's
Sum		Sum		Sum		Sum		Sum		Sum		Sum	

Grand Sum. School Morale (Add 7 sems above) _____

Children's PHN: Trust. _____ St. of Will and Rationality _____ Complexity _____

Children's F Scale _____ Children's Social Desirability _____

Other _____

STUDENTS' RESPONSE ON
THE STUDENT MORALE SCALE

Percentage of the 171 participants that indicated an individual item was a problem:

ITEM	PERCENT	ITEM	PERCENT	ITEM	PERCENT	ITEM	PERCENT
1.	3	22.	35	43.	32	64.	36
2.	15	23.	37	44.	3	65.	54
3.	50	24.	6	45.	32	66.	29
4.	33	25.	50	46.	20	67.	22
5.	27	26.	35	47.	36	68.	15
6.	14	27.	44	48.	21	69.	47
7.	11	28.	5	49.	12	70.	30
8.	6	29.	.5	50.	18	71.	6
9.	61	30.	25	51.	70	72.	20
10.	19	31.	50	52.	8	73.	30
11.	13	32.	82	53.	34	74.	60
12.	25	33.	36	54.	47	75.	30
13.	10	34.	60	55.	32	76.	25
14.	7	35.	11	56.	17	77.	19
15.	36	36.	7	57.	3	78.	22
16.	46	37.	49	58.	21	79.	11
17.	13	38.	86	59.	39	80.	87
18.	96	39.	69	60.	31	81.	37
19.	48	40.	28	61.	50	82.	17
20.	36	41.	23	62.	19	83.	16
21.	.5	42.	23	63.	35	84.	11

If forty percent or more of the students indicated that a problem exists, it was determined that such a statement would be selected as a potential problem. (See pages 34,35,36 of report).

APPENDIX C

PARENT FEEDBACK QUESTIONNAIRE ON FIRST ANNUAL REPORT

You have been selected in a sample of parents to judge the worth of the Annual Report. After reading the report, please answer the following questions and place them in the stamped, self-addressed envelope which is enclosed. Thank you.

B. J. Ford, Assistant Principal
Edward H. White High School

1. After reading the Annual Report, I have a better understanding of Edward H. White High School and its programs.

   Yes _____ No _____

2. The Annual Report answered questions concerning Edward White of which I had previously been unaware.

   Yes _____ No _____

3. Do you feel that the Annual Report is worthwhile?

   Yes _____ No _____

4. Would you like to receive an Annual Report each year?

   Yes _____ No _____

5. After reading the report, how would you rate Edward White High School in its job of educating students? (check one)

   Excellent ____ Good ____ Fair ____ Poor ____ No Opinion ____

6. Did you find the report easy to read?

   Yes _____ No _____

7. Do you think the report is:

   Too brief _____ Too long _____ The right length _____

8. Which section of the report did you find most interesting?

   1 2 3 4 5 6 7 8 9 10 or 11

9. Which section of the report did you find least valuable?

   1 2 3 4 5 6 7 8 9 10 or 11

10. In our next report, would you like more information to be included on:

    a. Course offerings ____ e. Students' attitudes ____
    b. Program evaluation ____ f. Education cost ____
    c. Student activities ____ g. School policies ____
    d. Parents' attitudes ____ h. Guidance services ____
    i. Others (specify) _____

Comments _____

_____

APPENDIX D

LOCAL SCHOOL ADVISORY COUNCIL INFORMATION

a. LSAC Agenda for April 29, 1974

b. Form for Forming LSAC Committees

c. List of LSAC Committees on School Problems

d. Drug Seminar program

e. Report and copy of publicity and program of activities on Parent Apathy

f. Up-to-date report from October 3, 1974 meeting of LSAC about future plans

AGENDA

First meeting of the Council-at-large, Edward White Senior High School Local School Advisory Council. Monday evening, April 29, 1974, 7:30 p.m., Houston Hall.

Welcome	Mr. Long
Invocation	Mr. Carswell
Introduction of Steering Committee..	Mr. Long
Introduction of New Members	Steering Committee
Purpose and History of LSAC	Mr. Long
Committee Forms	Mr. Long, Mr. Ford
Drug Seminar	Mr. Crump, Mr. Cohen
Other Business	Mr. Long

LOCAL SCHOOL ADVISORY COMMITTEE INFORMATION

NAME _____

ADDRESS _____

TELEPHONE - HOME _____

WORK _____

OCCUPATION _____

NUMBER OF CHILDREN, IF ANY, WHO ATTEND EDWARD WHITE _____

Please check three (3) areas of interest or concern which you would like to work on. (Number 1, 2, 3 in order of priority.)

_____ Drugs

_____ Absence of saleable skills

_____ Drop-out rate

_____ Parent interest (lack of)

_____ Getting competent teachers

_____ Too much student freedom

_____ Students assuming responsibility

_____ Student achievement

_____ Discipline

LSAC COMMITTEES — PROBLEMS IDENTIFIED FROM PARENT SURVEY

1. DRUGS
McKendree, Cliff
Tillis, Ann
Tillis, Tom
Saunders, Dick
Zeigler, Beatrice
Plaster, Patti
Crump, Richard
Allen, Reba
Russell, Tom (Mrs.)
Moore, Muriel
Cook, Bert (Mrs.)

2. ABSENCE OF SALEABLE SKILLS
McKendree, Cliff
Kenyon, Dana
Tillis, Tom
Shiver, H. Delano
Peacock, Doris
Russell, Tom (Mrs.)
Cook, Bert
Cook, Bert (Mrs.)
Green, Hartford
Sandusky, Carl

3. DROP-OUT RATE
Zeigler, Beatrice
Plaster, Patti
Peacock, Doris
Allen, Reba
Cook, Bert (Mrs.)
Green, Hartford

4. PARENT APATHY
Tillis, Ann
Saunders, Dick
Crump, Richard
Allen, Reba
Doar, Daniel
Briley, Cindy
Summerlin, Jim

5. GETTING COMPETENT TEACHERS
Hinte, Virginia (Mrs.)
Sandusky, Carl

6. TOO MUCH STUDENT FREEDOM
Winegeart, Lamar (Mrs.
Winegeart, Lamar
Shiver, H. Delano
Allen, Reba

7. STUDENTS ASSUMING RESPONSIBILITY
McKendree, Cliff
Kenyon, Dana
Plaster, Patti
Allen, Reba
Cook, Bert
Briley, Cindy

8. STUDENT ACHIEVEMENT
Winegeart, Lamar (Mrs.)
Winegeart, Lamar
Griner, John
Tillis, Tom
Saunders, Dick
Plaster, Patti
Crump, Richard
Hinte, Virginia
Peacock, Doris
Russell, Tom (Mrs.)
Cook, Bert
Moore, Muriel
Briley, Cindy

9. DISCIPLINE
Tillis, Ann
Zeigler, Beatrice
Hinte, Virginia
Allen, Reba
Moore, Muriel
Doar, Daniel
Sandusky, Carl

PROGRAM OF EVENTS

DRUG SEMINAR

Sponsored by:

THE EDWARD H. WHITE COMMUNITY HIGH SCHOOL
ADVISORY COUNCIL

May 19, 1974

We would like to welcome each of you to our seminar this afternoon. Our plan is to have a general meeting at two o'clock to welcome everyone and then to let everyone go to the area of their choice. Each presentation should last about thirty minutes, allowing everyone a chance to visit many different areas. If you go to an area of particular interest, you may wish to stay for more than one thirty minute session.

There will be a short break between each session to allow you to move about and to take an occasional coffee break. The program lasts until six, but feel free to come and go as you wish.

If you have any questions, feel free to ask any guides, resource persons or advisory council members. (They all have name tags.) We request that you pick up an evaluation form before leaving. Referral forms will be available to anyone needing them.

Opening remarks and welcome in the Auditorium at 2:00 P. M.

. . . . . Mr. Frazier M. Long and Rev. Gene Parks

ACTIVITIES AND THEIR LOCATIONS

Mod I A Probationers' Residence Program (Counselors talking about Heroin, Speed, Marijuana)
Mod I B Florida Probation and Parole Commission
Mod I C Union Correctional Institution - Raiford
Mod I D Ministers familiar with drug counseling

Mod II B Life Drug - Addicts in Rehabilitation
Mod II C Life Drug - Methadone Treatment
Mod II D Life Drug - Counselors
Mod II F & G Office space for resource persons
Mod II H Ed White Drug Seminar Class
Mod II J Attorneys

Mod III A Jacksonville Police Department
Mod III B Drug Display - Pharmacist, Doctors
Mod III C Social Workers
Mod III D Drug Involved Family
Mod III F Young Life

Houston Hall Film - Yesterday's Man Shows 2:30, 3:30, 4:30

THE ED WHITE ADVISORY COUNCIL

Mrs. Reba Allen
Mr. Kenneth Anson
Mrs. Brenda Barclay
Mr. John Boone
Mr. Randolph Bracey, Jr.
Miss Cindy Briley
Mr. George Carswell
Mr. and Mrs. Bert Cook
Mr. Richard Crump
Mr. Daniel Doar
Mr. Bernard Firth, Jr.
Mrs. Pat Fisher
Mr. Hart Green
Mr. John Griner
Mr. John Herring
Mr. & Mrs. Richard Hester
Mrs. Harold Hinte
Mr. Dana Kenyon
Miss Barbara King
Mr. Frazier M. Long
Mr. Cliff McKendree, Jr.
Mr. Joseph Maida
Mr. Doug Mangum
Miss Muriel Moore
Mrs. Doris Peacock
Miss Patti Plaster
Rev. Ray Ruark
Dr. & Mrs. Tom Russell
Mr. Carl Sandusky
Mr. Dick Saunders
Mr. Delano Shiver
Mr. Jim Summerlin
Mr. & Mrs. Tom Tillis
Mrs. Pollie Washil
Mr. Charlie Webb
Mrs. D. J. Wehrmeyer
Judge & Mrs. Lamar Winegeart
Mrs. Beatrice Zeigler

The council would like to express its gratitude to the Nova University Practicum Group that is offering the Drug Seminar course at the school and particularly Mr. Leonard Cohen, Director of the Probationers' Residence Program for his assistance in the program offered today.

The seminar was attended by approximately two hundred members of the community. A written evaluation of the project was conducted by advisory council members.

While the project was agreed upon to be successful, the council members were disappointed that more members of the community did not attend. The members had experienced what educators have experienced for years — "parent apathy." This experience was valuable in that it led to the re-arranging of problem priority.

At the next Steering Committee meeting, the recommendation was unanimous that the next project be titled "Attacking Parent Apathy." We are now in the process of conducting activities that are designed to create parent interest and hopefully reduce parent apathy toward activities at Edward H. White High School.

"SUPER SATURDAY"

The second project of the Ed White Local School Advisory Council was held on September 7, 1974, at the school. The event, entitled "Super Saturday", was planned and executed with one major goal: to combat parent and community apathy toward Ed White High School and its activities.

Members of L.S.A.C. studied the results of a student/parent survey and decided to use this survey as a guide for projects. The highest ranking parental concern was that of drug usage, and the L.S.A.C. sponsored a drug seminar in the spring of 1974. Many of the other areas appeared to the L.S.A.C. members as a result of lack of parental knowledge concerning Ed White or just apathy toward the school. Thus was conceived the idea of "Super Saturday". In all planning and execution of the project, the major concern was to plan a day at Ed White which would be fun and enjoyable and also interesting and informative.

The "Countdown" of "Super Saturday" began with an Ed White Commanders' football scrimmage from 11:00 to 11:45. Approximately 300 people were in attendance, cheering on the first string offense against the first string defense and the second string offense against the second string defense.

"Blast Off", as the multi-media presentation of "This is Ed White" was called, played to an audience in the auditorium of approximately 350 people. Slides, films and topics concerning Ed White were shown and played. The N.J.R.O.T.C. Color Guard presented the colors and the Ed White Chorus and Band presented musical selections in this program from 12:00 to 12:30.

The third phase of the day, entitled "Space Trip", began at 12:30 and lasted until 3 o'clock. The highlight of this part was the fish fry, which was held in the school cafeteria. A delicious meal was cooked and served by L.S.A.C. members. Tickets were $1.50 and 397 people were served.

Other events during this time span included a fashion show in the cafeteria with Ed White students modeling clothes they had made in their Home Economics classes, followed by an Ed White stage band concert which provided dinner music for those eating at the fish fry.

Guided tours of the building were conducted by student tour guides who left from a central point every fifteen minutes. A 20-minute chorus concert was presented in the auditorium and the Ed White Naval Junior Reserve Officer Training Corps drill team presented two drill exhibitions in the gymnasium.

Two lectures concerning modular scheduling were presented in the auditorium and two football clinics were presented by an Ed White football coach. Information booths were set up in the courtyard and manned by Ed White students. Students answered questions concerning clubs, community school programs, course offerings and modular scheduling.

The final phase of the "Super Saturday" activities was entitled "Re-Entry" and a '50's dance was held in the gymnasium from 7:30 to 9:30 p.m. A live band composed of Ed White students alternated with a rented jukebox of 1950 records presented an evening of dancing music. Approcimately 250 parents and students attended the dance.

Remarks from parents and students and L.S.A.C. members termed Ed White's "Super Saturday" a super success!

SUPER SATURDAY

FISH FRY

50's Dance

CONCERTS

FOOTBALL CLINICS

FOOTBALL SCRIMMAGE

INFORMATION BOOTHS

FISH FRY
TAKE – OUT SERVICE
CALL 781 · 4388

EDWARD H. WHITE COMMUNITY HIGH SCHOOL
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JACKSONVILLE, FLORIDA 32210

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THE LOCAL SCHOOL ADVISORY COUNCIL
of
EDWARD H. WHITE COMMUNITY HIGH SCHOOL
presents

SUPER SATURDAY

Saturday, September 7

11:00 a. m. – 3:00 p. m.
7:30 a. m. – 9:30 p. m.

MINUTES

LSAC MEETING - October 3, 1974

At the October 3, 1974, meeting of the Ed White Local School Advisory Council, members met to both evaluate their previous "Super Saturday" project and to make plans for future projects. After each member made a written evaluation of "Super Saturday", the group at large discussed the project. It was suggested by Mr. Bert Cook that "Super Saturday" be an annual event at Ed White. Mr. George Carswell suggested that another "Super Saturday" be held at the end of this school year.

After much discussion, Mr. John Griner suggested that the Local School Advisory Council should sponsor another event similar to "Super Saturday" in the spring for parents of rising sophomores. Mr. Long concurred that this idea would be an asset to articulation plans that were being made between Ed White Senior High and several feeder junior high schools.

The group decided that the spring "Super Saturday" should not include guided tours of the building or lectures on modular scheduling, but instead there should be social interaction between parents and school personnel. Mr. Hester formed a committee to go to the School Board concerning the erosion problem at the back of the school campus. Plans for the spring "Super Saturday" will be finalyzed at the February meeting.

Several of the other committees formed in the spring as a result of the parent survey reported on their committee work. The committee

on "Drugs" reported that they had received a great deal of favorable response concerning the Drug Seminar and they hope to have another in the spring. The committee on "Absence of Saleable Skills" reported that two of their members have become members of the Ed White Curriculum Committee and hope to give input concerning the community needs for job-trained students.

The committee on the "Drop-Out Rate" is doing an in-depth study on reasons given by Ed White students for dropping out of school and researching the homelife situations of these students.

Respectfully submitted by

Brenda Barclay,
Secretary LSAC

APPENDIX E

EFFECT OF STUDENT SURVEY

a. Memorandum on Committee Planning

b. Form Sheet for Faculty Committee Report and Procedures

c. List of Committees Formed to Work on Problems Identified from Student Survey

d. Committee Report

MEMORANDUM

TO: FACULTY MEMBERS

FROM: Frazier M. Long

SUBJECT: Committee Planning

DATE: May 29, 1974

To insure continued improvement in the total educational program, advanced planning is a necessity. Facilitation of this planning requires the organization of committees consisting of as many faculty members as possible.

The committees listed possibly do not include all members of our faculty. If you are not included on a committee or committees and want to serve, contact the chairman and so indicate.

Forms will be given to all committee chairmen for the purpose of listing committee objectives. Please fill out one copy and return to me. Keep duplicate copy for your committee file.

I will meet with departmental chairmen during the first week of June and outline procedures for departmental evaluation for this year and departmental plans for 1974-1975.

121/

FORMAL SHEET FOR FACULTY COMMITTEE REPORT AND PROCEDURES

A. Instruction C. Community E. Teacher-Student Relations

B. School - Rules & Regulations I. Student-Student Relations

COMMITTEE CHAIRMAN _____

MEMBERS: 1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

PROBLEM SELECTED _____

_____

_____

OBJECTIVE TO BE ACCOMPLISHED _____

_____

_____

PLAN AND/OR PROCEDURE FOR SOLVING OR COMPILING RECOMMENDATION THAT YOU FEEL WILL REDUCE THE PROBLEM AND COMPLETE THE OBJECTIVE.

RESULTS: A technical report may be written following this format with the body of the report being detail information about program and project that helped to accomplish the objective. For project and program, there should be a plan of evaluating their effects.

COMMITTEES - PROBLEMS IDENTIFIED FROM STUDENT SURVEY

* Temporary Chairman

A-1. Our library is not a very friendly place.

Brown, Mary	Burroughs, James	English, Rosemary	Gaines, Richard
Horton, Jackie	Jenkins, Bob	Lanning, Frances	McCance, Roy
Suits, Beverly	Long, Frazier	* Jones, Emma Lou	Dennison, Susan
Hinson, Pat	White, Shirley		

A-2. Development of hobbies and special interest skills is needed.

Bland, Norma	Fletcher, Dorothy	Gingras, Mary Jo	Guire, Natalie
Hinson, Pat	Moore, Susan	Nail, Dan	Van Horn, Mary Lou
White, Eugene	Wright Rosella	Brown, Ray	Collins, Kay
* Mosley, Jim	Lewis, Ted		

A-3. Some students receive better grades for same work than I receive.

Davis, Carole	Dinsmore, George	* Gaskin, Linda	Kelly, Vickie
Lauwaert, Jerry	McMinn, Bob	Norris, Gloriden	Collins, Kay
McGauley, Sam			

A-4. Students feel they don't know what is expected of them - assignment, etc.

Bonds, Lee	Bunch, Ed	Cooksey, Jane	* Hayes, Ed
Mitola, Barbara	Potfay, Sharyn	Scott, Tom	Ginn, Mildred
Guire, Natalie			

A-5. Textbooks are out of date.

* Ginn, Mildred	Griner, Sally	Jones, Jerry	Maske, Lonnie
Salary, Marva			

B-1. Too many rules and regulations.

Brinkley, Roger	DeAngelis, Mary	Edmunds, Eddie	Geilen, Laurie
Hague, Sally	Hawkins, Linda	* Hespe, Sandy	McRee, Mike
Qualls, Wayne	Crump, Dick		

B-2. Too much supervision of students.

Cason, Connie	Farley, Nat	Harley, Betty	Hinson, Grace
Jenkins, Bob	Marble, Rosemary	* Strain, Myrna	

B-3. The principal and assistant principal don't know students by name.

Cooksey, Jane	DeAngelis, Mary	Doar, Dan	* Gaines, Richard
Hawkins, Linda	Norris, Gloriden	Suits, Beverly	Long, Frazier

B-4. Fairness of punishment.

Harley, Betty	Jones, Jerry	Podein, Walter	Rotenberry, Diane
Tolbert, Carole	Conroy, Fran	Qualls, Wayne	McMinn, Bob
Hayes, Ed	Farley, Nat	*Pittman, Betty	Forrest, Harold

C-1. Teacher receives higher salaries here than in other counties.

Boris, Virginia	Davis, Carole	Forrest, Harold	Bryant, Mary
Lang, Susan	*Plemmons, Jan		

C-2. Parents are not interested in the school.

*Lauwaert, Jerry	Pittman, Betty	Peters, Pete	Singletary, Jan
Plemmons, Jan	Walker, Annetta		

C-3. This district spends more money than most school districts on education.

Lanning, Frances	Primerano, Charles	Richardson, Derrell	*Summerlin, Jim

C-4. Few parents attend school functions - plays, sports events, open house, etc.

Britton, Aileen	Gorman, Pat	Hill, Marilyn	O'Connor, Maggie
Jones, Juanita	Jones, Emma Lou	Walker, Annetta	Summerlin, Jim

C-5. The PTSA is not very active in this school.

Summerlin, Jim	Hayes, Ed	Horton, Jackie	Ledbetter, Wayne
Qualls, Wayne	Atkinson, Renee	*Kelly, Vicki	Hart, Carolyn

D-1. Most students are not interested in how their school teams do in sports.

Geilen, Laurie	Hart, Carolyn	Hillman, Evelyn	* Forrest, Harold
Moore, Ray	Platt, Carolyn	Tolbert, Carole	Jones, Juanita

D-2. There is "less school spirit" here than in other schools.

Bradwell, Clarice	Turner, Linda	*Cameron, David	Perry, Mary Ann
Pittman, Betty	Rotenberry, Diane		

D-3. Students need to be more friendly to other students.

Bonds, Lee	*Cason, Connie	Gallon, Henrietta	Gorman, Pat
Synder, Georgia	Atkinson, Renee		

E-1. Teaching is just a job to most teachers here.

Fletcher, Dorothy	Gaskin, Linda	* Howard, John	Jones, Mary
Ledbetter, Wayne	Robertson, Nancy	Scott, Richard	Wolfbrandt, Oscar
Whitten, Pat	Mosley, Jim		

E-2. Teachers at this school have "teacher pets".

Boris, Virginia	Chapman, Frank	Gingras, Mary Jo	*Johnson, Rosetta
Synder, Georgia	Suits, Beverly		

E-3. Teachers do not understand needs and problems of students.

Brackett, Marsha	Geilen, Laurie	Hague, Sally	Ledbetter, Wayne
Lahey, Connie	Scoles, Wendell	Scott, Tom	*Turner, Linda
White, Eugene	Woods, Virginia	McCauley, Sam	

COMMITTEE 4--A FINAL REPORT

Note: This committee was asked, because of the nature of its problem, to make an effort early in the year to attack the problem and make an early report.

The Problem to be Investigated: "Students feel that they don't know what is expected of them; assignments, etc."

Committee Members: Faculty - Ed Hayes, Chairman
Barbara Mitola
Natalie Guire
Mildred Ginn
Sharyn Potfay
Tom Scott
Terry Jarrett
Students - Sharon Scribblen
Howard Doakes
Susan Silvers
Anthony Washington

The committee decided to identify the problem in a more detailed manner by initiating a survey questionnaire. This questionnaire would be presented to all classes taught by the committee members or classes in which committee members were enrolled.

The committee agreed on eight penetrating questions which might yield information pertaining to the problem.

Each student had the option of selecting "always", "sometimes", or "never" in response to each question. They could also make specific comments if they thought they were appropriate.

A total of 850 students participated in the questionnaire. The questions and results are as follows.

QUESTIONS	Percentage of Responses		
	Always	Some-times	Never
1. Do you know the over-all objective of the courses you are enrolled in?	33	63	4
2. Are assignments made clear by teacher?	33	64	3
3. Are you able to see a relationship between assignments and the over-all objective of the course?	25	65	10
4. If assignments are not clear, do you ask for clarification?	34	61	5
5. Is there a teacher available when you need help?	45	48	7
6. Have you read the student handbook?	35	52	13
7. Did you understand the handbook?	53	39	8
8. Do you encounter problems in the use of unstructured time?	8	32	60

The high percentage of the "sometimes" category indicates an "unsureness" on behalf of many students. We make the following recommendations.

1. That each teacher, at the beginning of each grading period (each 9 weeks), spend some time discussing this problem of communication with their classes.

2. That each teacher either select or let the class select a student in each class that would recite the assignment at the end of

each class. This would give the teacher an opportunity to clear up any misinterpretations and vague assignments before it is too late.

3. That each teacher encourage the class to set up a voluntary "Buddy System" to help students get information by phone when one is absent.

4. Make part of the assignments be that the student relate each assignment to the over-all objective of the course. This practice will keep the "target objective" foremost in the student's mind and keep teachers from making "busy work" assignments.

5. In student comments, the most often comment involved the "sarcastic" remarks by teachers being the most detriment to communication. Therefore, we as a committee, ask teachers to please refrain from being sarcastic as much as possible since it does not seem to enhance the instruction of students.

The above report was made to the faculty at a regular faculty meeting. The faculty accepted the recommendations and resolved to apply them as part of their teaching methods. The faculty did ask that on the evaluative questionnaires (to be given at the end of the third grading period), when the response is negative, that the student state the teacher's name and the cumulative score on each teacher be reported only to that teacher.

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HANDBOOK

OF PRACTICES AND PROCEDURES FOR

SECONDARY SCHOOL REPORTING

by

Bobby Joe Ford

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INTRODUCTION

The Florida Legislature during the 1973 session enacted important legislation in the area of educational accountability. Significant components of that legislation involved the establishment of Local School Advisory Committees and the development and distribution of an annual report of progress by each school in the State of Florida.

The successful implementation of this mandate will not only require that individual administrators review carefully the guidelines developed for preparation of the report but also careful planning the utilization of accumulated data in seeking solutions of the identified problems.

This handboook has been developed to assist school administrators by presenting a model that has demonstrated success. I trust that this document will assist the secondary principals as we seek to report the progress achieved by the Duval County School System to the community.

Superintendent of Schools

OPERATIONS DIVISION

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SURVEY OF CONSUMERS OF THE ANNUAL REPORT

Although the public continues to have a high regard for the schools in their community and a firm faith in the value of an education, there is an important change taking place in what Americans expect of the public educational system. Past generations were content to accept the evaluation of school boards, teachers, and administrators that the schools were satisfactorily meeting their obligation to provide the best education for all youth. Recent trends make it obvious that citizens are increasingly questioning educational objectives and seeking more objective data to substantiate the quality of education received by students. The entire process has been popularly labeled "accountability".

The Florida Legislature in recent sessions has attempted to inact legislation related to the concept of accountability. Florida Statute 228.165 requires the development and distribution of an individual school progress report by June 1 of each school year. The original intent of the statute was to assist in the re-establishment of public confidence in the school system. Public confidence in schools can and should be improved. The Annual Report is but one way this can be accomplished.

Opinions of parents indicated changes in the Annual Report are necessary. The technique used for obtaining the

opinions of parents of the 1973-74 Annual Report was a questionnaire sent to a random sample of 222 individuals in the community served by the school. Each individual completed the questionnaire and returned it by a self-addressed stamped envelope.

The questionnaire contained ten questions. Two different kinds of information were compiled. Data from the first five questions indicated the extent to which the report met its basic purpose, "Did it inform the public?" The second five questions indicated how the report may be modified to better meet the public's need for information. A copy of the questionnaire is included in Appendix C.

Using the mailing list that was compiled for mailing the Annual Reports, every tenth name was selected as a recipient of the questionnaire. To avoid conflict with previous sampling, the selection began with the third name on the list; then, thirteenth, twenty-third, etc.

Prior to mailing the questionnaires, each participant was contacted by phone and an explanation was given regarding the purpose of the questionnaire. The participants were assured that the questionnaire would take very little time and were asked to look for the questionnaire and stamped self-addressed envelope enclosed in their annual report package. Seven of the recipients stated they would not participate in the survey; they were not mailed a question-

naire. One week after the questionnaires were mailed, ninety-seven had been returned. Through a coding method inside the return envelope, the recipients' returned questionnaires were accounted for. Those who had failed to return the questionnaire were called every three days until each had been contacted three times. At the end of four weeks, 162 questionnaires had been returned. Of the original selection, seventy-three percent were returned. Of the 215 questionnaires mailed, over seventy-five percent were returned.

ANALYSIS OF DATA

Questions were grouped into positive and negative response sets, the positive response being the more desirable response in each case. An examination of the data indicated that the parents felt the report was successful. (See Figure 1).

A bimodal response was available in questions one, two three, four, and six. Questions five and seven had four and three choice responses respectively. In each question, the response could be considered as negative or positive. In question five, the responses "excellent" and "good" were considered a positive response and the "fair" and "poor" as negative. Only the response indicating the report was "the right length" was considered a positive response for question seven.

Figure I

Question Number	Synopsis of Question on Questionnaire	Total Responses	Number & Percentage Responses Positive		Negative	
			No.	%	No.	%
1	Better understands programs	162	131	80.8	31	19.2
2	Provided new information	162	152	93.8	10	6.2
3	Report worthwhile	162	142	87.6	20	12.4
4	Report desirable	162	120	74.0	42	26.0
5	Rate school success	162	152	93.8	10	6.2
6	Readibility of report	162	131	80.8	31	19.2
7	Size of report	162	109	67.3	53	32.7

The positive responses on items 6 and 7 seem to indicate that the report was mechanically sound: the length and the reading level were acceptable. Positive responses on items 1, 2, 3, 4, and 5 also seem to indicate that the information in the report was desirable, new, informative, as well as being convincing. Recomendations based on responses about each of these characteristics of the report would be to maintain the identified characteristics in any future report.

The three remaining survey questions were more difficult to deal with. Questions eight and nine were mirror questions--responses to question eight being a positive response, and responses

to question nine being negative responses.

Question eight asked, "Which section (category) of the report did you find most interesting?" (See Columns 2 and 3 in Figure II). Question nine asked, "Which category was least important?" (See Columns 4 and 5 in Figure II). Those not responding to questions eight and nine were 3.8% and 13.0% respectively. See total responses in Figure II).

Figure II

Annual Report Category	Responses to Categories Most Important		Responses to Categories Least Important		Synopsis of Report Categories
	Number	Percentage	Number	Percentage	
1	0	0	22	13.5	Goals
2	0	0	15	9	Population of school
3	72	44	0	0	Test
4	23	14	52	32	Attitudes
5	56	34.5	6	3.7	Cost
6	0	0	21	12.9	Staff Professional Improvement
7	5	3	5	3	Interest, special
8	0	0	25	15	School improvement
9	0	0	39	24	Community School
10	0	0	8	4.9	Parent Organizations
Total Responses to Questions Eight and Nine	156	96.7	141	87.0	

The category on school goals and effectiveness in achieving goals was not selected by anyone as most interesting; however, 22 or 13.5% of the individuals indicated that it was of least value. Because of the value of goal setting and the evaluation of achieving established goals, additional examination of the discrepancy is warranted. The material for this category is poorly worded for the purpose of in-

forming the public--not for an accrediting agency (for which it would have been acceptable).

It is recommended on category one that in addition to the present method of presenting information on school goals, that goals be stated in relationship to what the parents know the school is doing. For example, most parents are aware that schools teach mathematics, business education, vocational education, etc. Goals should be stated at each of these element levels. For example: in Business Education, the goal might be that students enrolled will acquire the appropriate entry level skills for employment as secretaries, stenographers, or clerks followed by success in accomplishing the stated goal. For example: enrollment in Business Education classes totaled 530 students; 502 of these students achieved or surpassed the stated goal. Parents would understand and be interested in this type of goal which states what is to be accomplished and how well it was accomplished.

This recommendation would apply for other categories receiving zero on "Most interesting" and a negative for "its importance". It is therefore recommended that the categories on school:

Goals, Population Data, Staff Professional Improvement, and Parental Organizations include additional informa-

tion based on participant, student, or adult accomplishments and performance. Implementation of this recommendation should increase the interest level significantly. School goals, for example, should be stated at the element levels (math, science, etc.). In Business Education the goal may be that students enrolled will acquire appropriate entry level skills for employment as secretaries, stenographers, or clerks. The goal statement would be followed by progress toward accomplishing this goal. For example: the enrollment in Business Education classes in this school totaled 530 students; of this number, 502 students achieved or surpassed the stated goal. Similar examples could be cited for each category listed above. What is to be accomplished and how well it was achieved in relationship to students in each area of concern are basic data elements for this category.

Those categories receiving high positive scores and low negative scores seem to indicate that categories 3, 4, and 5 were high interest items.

Results for the parent and student attitudes category indicate that 14% of those surveyed understood the material as presented while 32% did not understand. Again, data could have been presented in a more interesting manner.

It is recommended that information for the attitudinal categories in future annual reports include the results of

parent and student attitudes of the previous year with a description of actions implemented to alleviate the problems identified and the results of such actions. If parents indicated a perception that the school had a drug problem, this should be stated with an indication of the action implemented to alleviate the problem and the results. Data from the parent and student attitudinal survey with an appropriate method of using such information is presented in Chapter V of this report.

Information obtained from the tenth question on the questionnaire (see Figure III) was the most informative in identifying additional information desired by respondents for inclusion in the 1974-75 Annual Report.

FIGURE III

ADDITIONAL INFORMATION REQUESTED BY RESPONDENTS

Areas of Requested Additional Information	162 Total Respondents Number Responses	Percentage Responses
a. Course offerings	57	35.1
b. Program evaluation	63	38.8
c. Student activity	17	10.4
d. Parent attitudes	43	26.5
e. Student attitudes	17	10.4
f. Guidance services	141	87.4
g. Educational cost	39	24.0
h. School policies	12	7.4
i. Other (Specify)		
Student Grades	123	75.9
Student Conduct Policies	131	80.8

Data presented in Figure III seems to indicate that parents are not well informed about the availability of services provided by the school or the method for determining student success or failure. There also appears to be a need to inform parents of current discipline policies for students. The problem is not that such information does not exist, but that parents do not have this information.

The brevity required in the Annual Report makes it impossible to provide detailed information, but rather information in summative form.

Therefore, it is recommended that information in the following areas be dissiminated directly to parents separate from the Annual Report:

1. Guidance Services Handbook: This document should explain the services available through the school Guidance Department, how parents may have access to the service, how individual students may take advantage of the service, and ways in which the parent may enhance their child's education through using the services of the Guidance Department.
2. Course Offerings Handbook: This document should inform parents of courses available to students in a specific school, what courses should be taken if the student anticipates college entrance, employment in a vocation, or enrollment in a technical school. Parents should also be provided with information necessary to the appropriate placement of students as well as criteria for success or failure of students.

3. Student Discipline Policies: This document should include attendance requirements, parental alternatives for student misbehavior. Each rule or regulation stated should include a rationale for the rule or regulation. Suggestions for parental action to insure proper conduct of students should also be provided.

Forty-two of those individuals responding (25.9 percent) indicated some type of critical concern about reporting test results in the Annual Report. These concerns appeared in the form of statements, such as "page five not understood"; "page five not necessary"; "page five no good". These remarks indicated that the information presented was not readily understood by the general public.

Student achievement test results were presented in chart form showing the achievement test scores of eleventh grade students. The necessity to present such information is apparent, but charts including stanines, quartiles, standard deviation, etc., are not readily understood by the general public. This type of information should be interpreted and presented in narrative form as well as being presented in simplified chart form displaying

expected scores compared to actual results.

It is therefore recommended that achievement test data be presented in table form allowing separation of each section tested (English, math, etc.) and that each section include an expected score with the actual test score presented in an adjacent column. This format for presenting the information would facilitate the comparison of what should have been accomplished with what was accomplished. There should also be an accompanying narrative explaining any positive or negative discrepancies.

For those items requiring additional information, the recommendation is that information be presented in a simplified manner that the layman reader may readily understand. For example: the total cost of education could be presented in a pie-shaped chart with each section indicating the proportionate distribution of funds. If the reader understands that fifty-eight cents of their school tax dollar is used to pay salaries while only thirty-eight cents of this amount is spent for teachers' salaries, the chart will have achieved part of its intent. Survey respondents indicated a high degree of interest in the cost of education category. Many also indicated a desire for additional information related to the cost of education.

Therefore, the recommendation for the cost of education category is that in addition to the present method of indicating the cost of education, that the total school dollar be presented in the form of a "pie" graph: in one graph, each section representing how money is spent according to OBJECT classification; in another graph, the sections representing how money is spent according to FUNCTION.

OBJECTS: Salaries, employment benefits, purchase services, material and supplies, and capital outlay.

FUNCTIONS: Instructional, instructional support, general support, and community service.

Over 38 percent of the respondents to the questionnaire requested more information on program evaluation. In an effort to understand the type of information requested, twenty-five of the original recipients of the questionnaire were contacted and asked this question: "What information do you expect on program evaluation?" Their answer indicated a school program seems to be synonymous with departmental divisions (element) such as a Home Economics program, Athletics, Mathematics, Science. etc. If the intent and desire of the report is to relate to participants, their achievement and performance, the most obvious method of accomplishing the task of presenting evaluation results

would be for each element (mathematics, science, etc.) to display basic information reflecting performance of those students enrolled in courses in each element. For example, the mathematics evaluation would be displayed as follows:

ELEMENT	TOTAL ENROLLMENT	GRADE DISTRIBUTION				
		A	B	C	D	E
Mathematics	554	30	70	330	82	32

This type of information, in conjunction with achievement test scores, could serve as a general indicator of how well the element is functioning. For example: if a discrepancy such as positives skewed curve appears in a grade distribution curve, and a distribution of achievement test scores indicates otherwise, an analysis of grading standards and the method of determining student achievement might be in order.

It is recommended in the category "Tests and what they tell us about our programs", that each element display the basic information on student performance such as: total student enrollment, and grade distribution for the total student enrollment.

SECTION II

USING PARENTS' AND STUDENTS' SURVEY DATA

Opinion polls reveal that in recent years there has been a serious decline in the public confidence in educational institutions. Public confidence in schools can and should be improved. During the spring of 1973-74, an opinion poll was administered in Duval County. Opinions of parents and students were collected at each individual school. Some of the most important information collected in this survey was information identifying potential problems in each particular school.

If a principal does not administer a survey, public confidence may or may not be affected, but to administer a survey of students and parents that identifies potential problems and then not take any action on such information, not only indicates a lack of leadership, but will have a negative effect on public confidence.

The information included in this chapter represents but one method or approach that may be implemented to assist in alleviating potential problems identified in the recent school surveys.

The information obtained from parents and students was collected using two separate instruments. Copies of the

survey instrument are included in Appendix B.

The instrument used in the student survey was The Student Morale Scale developed by Lawrence S. Wrightman at George Peabody College, Nashville, Tennessee in 1972. The parent survey instrument was a slightly modified version of an Annual Survey of the Public Schools by George Gallup, developed by Gallup International, Princeton, New Jersey.

The students' survey was administered to 171 students at Edward H. White High School from a random selection of 215 students. No effort was made to administer the test on a "make-up" basis to students who were absent when the survey was made. The method for randomly selecting candidates for both surveys can be found in Appendix B.

Parental surveys were mailed to 215 randomly selected parents representing all grade levels. One hundred and twelve parents responded to this questionnaire. Information obtained from the parent survey will be restricted to the section of the survey on "Possible Major Problems Confronting our School in 1974", (Page 3 of parent survey, Appendix B).

Parents were asked to indicate the seriousness of twenty-three potential problems in Edward H. White High School. The degrees of severity were "Extremely Serious

Problem", "Serious Problem", "Less Serious Problem", "Not a Problem", and "No Knowledge". Parental responses to potential problems are displayed in Figure IV.

PARENT SURVEY OF POTENTIAL PROBLEMS

For each of the twenty-three potential problems, a percentage was determined for parents considering the specific problem as extremely serious, serious, less serious, not a problem, or no knowledge. Each problem was ranked, using the extremely serious responses in Column 1 (See Figure IV, Column 1). Column 2 displays the problem ranking using the combination of extremely serious and serious responses. It was determined that in all cases where one-third of the responses indicated an item was a potential problem at Edward White, the administration would closely scrutinize the problem and initiate activities to eliminate or reduce the problem. Nine problems were identified in this manner.

It was decided by the principal and staff that potential problems identified by the parents would be presented to the school's "Local School Advisory Council" (LSAC). Problem areas identified by the student survey would be presented to the school faculty for committee action.

At the April 29, 1974 regular meeting of the Edward White LSAC (See Appendix D, page 1, for agenda of the meeting), the results of the parent survey were presented to the LSAC. The instrument used in the parent survey was distributed to each LSAC member present. How the results compiled was explained. Using a large poster, the nine potential problems ranked in priority order was presented. After a lengthy discussion there was no question as to whether the problems as well as their ranking was an acceptable representation of the school's potential problems. The council agreed that to attack the problems would be a worthwhile responsibility for them to assume. (See Figure IV for a complete list and ranking of potential problems as identified by parents).

The form on page 2 of Appendix D was distributed to the entire committee. On this form each member indicated in priority order (1, 2, and 3) the committee on which they preferred to serve. The information from these forms were used in placing each member on committees to attack selected problems. See Appendix D, Page 3 for a list of committees and their members. The activities of these committees during the first three months of the 1974-75 school year are located in Appendix D.

FIGURE IV

PARENT SURVEY - POTENTIAL PROBLEMS

DESCRIPTION OF PROBLEM	Ranked only by extremely serious	Ranked only by extremely & serious	%	Question Number
Substance abuse; e.g. drugs	2	1	58.2	10
Lack of saleable skills	1	2	57.2	23
Not completing high school	3	3	57.0	22
Lack of parent interest	8	4	44.5	7
Getting competent teachers	5	5	42.7	4
Too much student freedom	4	6	37.2	15
Lack of student responsibility	12	7	36.2	19
Lack of student achievement	9	8	35.8	18
Discipline	9	9	35.7	1
Vandalism	10	10	31.2	11
Learning Disabilities	7	11	27.4	20
Financial support	17	12	26.3	2
Student morale	11	13	25.5	12
Teacher morale	16	14	19.3	13
Administration morale	15	15	18.1	14
Teacher-student morale	13	16	17.2	6
Integration	18	17	13.0	3
Facilities	23	18	11.8	8
Teacher-administration relations	22	19	11.2	21
Student-teacher safety	21	20	10.2	17
Program of studies	14	21	9.6	9
School size	20	22	8.1	5
Too little student freedom	19	23	5.6	16

STUDENT SURVEY OF POTENTIAL PROBLEMS

The instrument used for the student survey was the Student Morale Scale. Students were asked to read eighty-four declarative statements and indicate agreement or disagreement with each statement. Students were given no "time limit".

NARRATIVE REPORT ON STUDENT SURVEY

School Plant

Considering the 171 students' responses to the 84 items, a general indication of students' attitudes about Edward White High School may be determined. It appears that student attitudes toward the school facility is extremely positive. Students indicated that the building is nice, new, well-planned, not crowded, provides good working environment, is pleasingly decorated, provides comfort, has an attractive site, is not too unique, is kept clean and in good repair. Students, as expected, were very proud and happy with the site and facility of Edward White High School.

Instruction, The Program, Material and Equipment

A majority felt instructional audio-visual and book materials were in good supply and used effectively by teachers. Students indicated that the library is used for school business rather than social activities. A

majority of the students expressed that their interests in hobbies and skills had been broadened and developed while at White High school. Most student agreed that programs were well balanced between academic and elective programs. A great majority indicated that the time a student must spend in preparation outside of class to be successful was reasonable and not overburdensome. It appears there is a need for increased faculty awareness of students to comparing their work and themselves with other students.

Due to the use of subjective evaluative devices and inconsistency, students declared that they had been treated unfairly with regard to grading. There is a need for all teachers to be more explicit in giving instruction, directions and assignments to students, thereby assuring students understanding of what is expected. A majority of the students surveyed felt textbooks should be updated more often.

Students identified strong points of the program at Edward H. White as ample resources, good teachers, and a broad program of courses.

Administrative Rules and Regulations and School Staff

About one-half of the students signified there were too many rules and regulations which control students during

school hours. A great majority agreed the principal was fair in dealing with students.

Almost all students indicated that the school is well-staffed and that guidance counselors are helpful. About half of the students declared there is too much supervision of students during the school day.

A great majority of the students felt the principal and assistant principal do not know most students by their first name; but they were not overly strict. A majority of the students assent the punishment for an offense usually fits the offense. Most students felt the school operates in a neat and orderly manner.

Community

A large majority of the students indicated the community wants the school to try out new methods and materials. Generally the students assented the community supports the school financially in every way but does not participate in school activities and affairs enough. A majority signified their teachers are not paid as much as other teachers employed in nearby counties.

The students indicated there are adequate club opportunities and that most of their friends go to school at Ed White.

More than half agreed there are not enough students interested in athletics and school spirit. Most students

agreed the student body is about the right size.

A majority felt that students at different grade levels are friendly. Although about half of the students desire more individual friends, they indicated they have many friends at the present time.

A majority asserted that, although the school is friendly, privacy is possible when desired.

Teacher-Student Relations

Most students declared their teachers know them by name, that the teachers do not ridicule their students and they help make students feel comfortable and at ease in class.

Fewer than a majority expressed that teachers in general thought of teaching as "just a job".

The general school morale is very high. Students agree they have a better school and are happy to go to Ed White when compared to other schools. But when the school was compared to weekend fun and a utopia, it came up short, which is good.

SELECTION OF POTENTIAL PROBLEMS

If as many as forty percent of the students indicated that a problem exists, it was determined that such a statement would be selected as a potential problem. (Students' responses to individual items are included in Appendix B, page 16.)

Twenty problems were selected in this manner. The problems were located in five of the seven areas the survey encompassed. The two areas where no problems were

identified were the "School Plant" and "General School Morale" areas. The five areas where problems were identified are listed below. A synopsis of the statements indicating the problems are listed with the appropriate area. The total number of students' responses are enumerated immediately after each statement. Following the numeral responses are the percentage responses for each statement.

IDENTIFIED PROBLEMS FROM STUDENT SURVEY
(Total Students Surveyed - 171)

		INDICATION OF PROBLEM	
A.	INSTRUCTION - PROBLEMS (Synopses of Statements)		
	1. Students feel they don't know what is expected of them - assignment, etc.	120	70%
	2. Our library is not a very friendly place.	104	60.8%
	3. Textbooks are out of date.	92	54%
	4. Some students receive better grades for the same work done than I receive.	83	48.5%
	5. Development of hobbies and special interest skills is needed.	78	45.6%
B.	SCHOOL RULES AND REGULATIONS		
	1. The principal and assistant principal don't know students by name.	148	86.5%
	2. Fairness of punishment.	98	57.3%
	3. Too many rules and regulations.	86	50.2%
	4. Too much supervision of students.	85	49.7%

		INDICATION OF PROBLEM	
C.	COMMUNITY - HOW STUDENTS THINK PARENTS SEE SCHOOL		
	1. Teachers do not receive higher salaries here than in other counties.	164	95.9%
	2. Few parents attend school functions - school plays, sports events, open house, etc.	117	68.4%
	3. The P.T.S.A. is not very active in this school.	103	60%
	4. Parents are not interested in the school.	85	49.7%
	5. This district spends more money than most school districts on education.	114	82%
D.	STUDENT - STUDENT RELATIONS		
	1. Students need to be more friendly to other students.	86	50.2%
	2. There is "less school spirit" here than in other schools.	80	46.7%
	3. Most students are not interested in how their school teams do in sports.	82	48%
E.	TEACHER - STUDENT RELATIONS		
	1. Teachers at this school have "teacher pets".	102	59.6%
	2. Teachers do not understand needs and problems of students.	78	47%
	3. Teaching is just a job to most teachers here.	75	43.8%

The decision was made by the principal and staff to present the problems identified to the school faculty for action.

The above list was distributed to each faculty member with an appropriate form indicating their selection of problems they preferred to investigate and attack. The

faculty was then asked to select an area (Instruction, School Rules, Regulations, etc.) and two Potential Problems in this area on which they would prefer to serve. Following their selection of committee assignments, each committee was asked to meet and accomplish the following tasks: (1) Select a permanent chairman; (2) Statement of the problem; (3) State objective of committee; (4) Develop (activities) for solving or reducing identified problems; (5) Indicate the method of evaluation. Each committee chairman submitted a completed copy of plans for accomplishing these tasks to the principal before the post-planning (June 11-13, 1974) period ended.

During pre-planning (August 15-24, 1974) each committee was given time to meet and plan activities that would assist in the reduction or elimination of the problems. (A complete list of all committees established, a sample activity and report by one committee is included in Apendix E.) Each committee was then scheduled to report committee work at regularly scheduled faculty meeting. This involvement has resulted in increased teacher-student morale.

IN SUMMARY

School problems were identified through student and parent surveys. Problems identified by parents were presented to the school LSAC for action. Problems identified by

students were presented to the faculty for action (each faculty committee included four student representatives). Regular progress reports of committee action was given to the total faculty.

RECOMMENDATIONS

Problems identified in the 1975 survey will be just as important as those identified in the 1974 surveys. The recommendation is to continue the present approach to solving the problem as outlined above, to involve as many parents, students, faculty and staff as possible, thereby increasing awareness of the problems and providing the opportunities for working toward a solution.

RECOMMENDATIONS FOR USING PARENT AND STUDENT SURVEY DATA

The information obtained from parent and student surveys are important and valuable data for making policy decisions. Once a potential problem is identified by such data, the appropriate vehicle or method of action may not be apparent.

Therefore, it is recommended that: (1) Potential problems identified by parent surveys be presented to the Local School Advisory Council for their scrutiny; committee investigation and their recommended action be made to the principal (2) Potential problems identified by student surveys be presented to the school

faculty for scrutiny; committee investigation and recommended action be made to the principal. All committees should include student representation.

RECOMMENDATIONS FOR MODIFYING ANNUAL REPORT

In consideration of the data presented in Chapter IV, the following modifications seem appropriate in the established procedures for reporting progress in secondary schools in Duval County.

This report has attempted to recognize the strong positive points of the past report by recommending their continuation in any future reports. Based on an analysis of existing data:

1. It is recommended that the mechanical soundness, length, and reading level of the 1973-74 report be maintained.
2. The recommendation is made that the content of future reports maintain the characteristics of presenting information that is desirable, new, informative, and credible.
3. The recommendation is made that the following categories include additional information based on the participant (student or adult) achievements and performance: Goals, Population Data, Staff Professional Improvement, Activity of Community School, and Parent Organizations. Implementation of this recommendation should increase the

interest level.

4. The recommendation is made that information on the attitudinal category be presented from the previous year's survey, then report actions implemented for the alleviation or solution of the identified problem and what the outcome of such actions were. For example: If during the 1973-74 survey the parents indicated the school had a drug problem, what action was taken and what were the results of such actions? This should be reported in the 1974-75 report before the results of the present year's survey is reported.

5. The recommendation is made that detailed information in the following areas be compiled and distributed directly to parents (not sent home by students):

A. Guidance Service Handbook: This should explain what sources are available through the Guidance Department, how parents can have access to this service, how their student may take advantage of the service, and what the parent may do to enhance their child's education through using the services of the Guidance Department.

B. Course Offerings Handbook: This should inform the parent of what courses are available to their student, what courses should be taken if the student is going to college, going into a vocation, going to a technical school, or

terminating his formal education at the end of high school. The parent should also be provided with information necessary to determine which of these areas their student should be placed. How the success or failure of students will be determined should also be included.

C. Student Discipline Policies: This should include attendance requirements, what access parents have if their student misbehaves. With each rule or regulation stated, a rationale for such should be given. What parents can do to insure proper conduct of their child should be provided.

6. The recommendation is made that achievement test scores be presented in table form allowing separation of each section tested (English, math, etc.) and that each section have an expected score and the actual test score presented in adjacent columns. This manner of presenting the information will facilitate comparison of what the information should have been accomplished with what was accomplished. There should also be an accompanying narrative explaining the data.

7. The recommendation is made that in addition to the present method of presenting the cost of education, that the total school dollar be presented in the form of a "pie" dollar. In one "pie", the slices represent how money is spent

according to OBJECT; in another "pie", the slices represent how money is spent according to FUNCTION.

OBJECTS: Salaries, employment benefits, purchase services, material and supplies and capital outlay.

FUNCTIONS: Instructional, instructional support, general support, and community service.

8. It is recommended in the category, "Tests and what they tell us about our programs", that each program will display the basic information on student performance such as: total student enrollment, and provide grade distribution for the total student enrollment.

PROGRAM	TOTAL ENROLLMENT	GRADE DISTRIBUTION				
		A	B	C	D	E
Mathematics	554	30	70	330	82	32

9. The recommendation is made that a systematic attempt be made by each school to access public opinion of their annual report.

APPENDIX A

1975 ANNUAL REPORT CATEGORIES

Annual Report

1975 CATEGORIES

1. Our goals:
   How well we achieved them.

2. Population data:
   Who our students are.
   Who our teachers are.

3. Tests and what they tell us about our programs:
   Results of our instructional program.

4. Parents and students attitudes toward our school.

5. The cost of education - how the tax dollar was spent.

6. How our teachers improve their teaching skills:
   Inservice programs - college courses.

7. What else is happening at our school:
   Student activities - extra-curricula activities.

8. School improvements in the:
   Instructional area - physical p[illegible].

9. Our community school program.

10. Citizens' organizations at our school.

11. Follow-up.

1. Our goals:
   How well we achieved them.

   A. Goals of School (Refer to School Board Policy Handbook)

   B. Function of Southern Association and State Accreditation and Status of School

Items C through F should state what was to be accomplished (goals), how many students were involved and how many successfully completed each program.

   C. Vocational Programs (How many students involved and how many were successful in completing the program)

      1. Work Experience, CDE, CBE, DCT
      2. Business Blocks
      3. Home Economic Blocks
      4. T & I Program, Technical High School
      5. Industrial Arts
      6. Job Entry
      7. N.J.R.O.T.C.

   D. Academic Programs

      1. Pre-Tech and Pre-College course offerings

         a. Terminal performance objective
         b. Interim performance objective

      2. Early Admissions
      3. Advanced Placement Program
      4. Credit by Examination
      5. Independent Study Program

   E. Follow-up Data on Graduates

      1. Number of graduates gainfully employed
      2. Number of graduates in college
      3. Number of graduates in vocational or technical training
      4. Number of graduates unemployed
      5. Number of graduates unemployed (married)

   F. Specialized Programs

      1. Exceptional Child Programs
      2. Gifted
      3. Remedial Reading
      4. Speech Therapist

2. Population data:
   Who our students are.
   Who our teachers are.

A. Students:

	White #	Black #	Other #	TOTAL #
Grade 10				
Grade 11				
Grade 12				
TOTAL				
Teachers				

Students: Transported % _____ Free or % _____

Morning Trip [ ] Reduced Lunch [ ]

Families: High Income % $12,000. & Up | Middle Income % $4,000. - $12,000. | Low Income % $4,000. & Under

(According to 1970 Census) [ ] [ ] [ ]

B. Teaching Experience

Total Faculty	1 - 3 Years	4 - 9 Years	10 or More

B.A. or B.S.	Master's	Doctorate

Number Working on Advanced Degrees: [ ]

Teachers Leaving - TOTAL [ ]

Department (#) ____ Department (#) ____ Department (#) ____

Reasons for Leaving:

Maternity ____ Moving ____ Continuing Education ____

Private Business ____ Retire ____ Promotion ____

Request Transfer ____ Transferred because of Reduced Enrollment ____

Temporary Assignment Elsewhere ____

Other ____

3. Tests and what they tell us about our programs:
Results of our instructional programs.

A. Brief narrative report giving data on number of students with saleable skills, amount of money earned by co-op students, how N.J.R.O.T.C. results in rapid advancement in military, and job placement for skilled students.

B. Standardized tests (Write full name of all tests; avoid abbreviations such as ACT, SAT, etc.)

1. Brief explanation of Florida 12th grade test (State what possible scores are on all tests - 300 out of possible what)

a. Give results of students by subject area. Use percentage as follows: Percentage of students who scored better than 50% of all students in the state in each area.

b. Data on college-bound students.

1. Explain score needed for college entrance.
2. Give percent of students scoring above this requirement.
3. Certificates of merit by State Department; 2% club.
4. Explain availability of all scholarships and award and who the recipients were (list all scholarships available even if no students qualified this year.)

2. Brief explanation of the Stanford Achievement Test. (Explain what student the test was administered to, how many, when, etc.)

a. It is recommended that achievement test scores be presented in table form allowing separation of each section tested (English, math, etc.) and that each section have an expected score and the actual test score presented in adjacent columns. This manner of presenting the information will facilitate comparison of what the information should have been accomplished with what was accomplished. There should also be an accompanying narrative explaining the data. (Replace page five of 73-74 report)

C. Assessment of individual course offerings.

1. It is recommended that each program (English, math, etc.) will display the basic information on student performance such as: total student enrollment, and provide grade distribution for the total student enrollment, for example:

PROGRAM	TOTAL ENROLLMENT	GRADE DISTRIBUTION				
		A	B	C	D	E
Mathematics	554	30	70	330	82	32

4. Parents and student attitudes toward our school.

A. Write a narrative report briefly stating what problems were identified from the previous year's parent and student survey, then report what actions were implemented for solving or alleviating the identified problem and what the outcome of such actions were. For example, if during the 1973-74 survey the parents indicated the school had a drug problem what action was taken and what were the results of such action?

This should be reported in the 1974-75 report before the results of the present year's survey is presented.

B. Parent Survey:

1. Report on each of the seven categories of the student survey, give the average score for your school on each of the categories (out of a possible score of 12).

2. Report the top ten potential problems as indicated by the students' response to each of the 84 items on the questionnaire.

5. The cost of education - how the tax dollar was spent.

It was the intent of state legislature that the major portion of current operating funds of the Florida Education Finance Program be expended in the programs and schools which generated the funds. Cost factors have been established by the state legislature in the programs of special education, vocational education, and basic education. The number of full time equivalent students in membership in each school program determines the program and school state appropriations.

The following chart shows the school's total budgeted appropriations from local, state and federal sources. The information presented below on state appropriations and full-time equivalent students is intended to acquaint patrons of the Duval County School System with the new state method of appropriating funds for education.

Program	1973-74 In-School Budget	Earned FTE	FTE State Revenue
Special Education			
Vocational Education			
Basic Education			
K-3			
4-10			
11-12			
TOTAL			

Total in-school cost per pupil for our school is: _____

To further explain the cost of education it is recommended that in addition to the present method of presenting the cost of education, that the total school dollar be presented in the form of a "pie" dollar. In one "pie", the slices represent how money is spent according to OBJECT; in another "pie", the slices represent how money is spent according to FUNCTION. Explain your "pie" dollar is the total budget figure from the above.

OBJECTS: Salaries, employment benefits, purchase services, materials and supplies and capital outlay.

FUNCTIONS: Instructional, instructional support, general support, and community service.

6. How our teachers improve their teaching skills.

   A. Brief narrative on:

      1. Requirements for teachers to renew certificates.
      2. Accreditation requirements by the Southern Association and by State Department.

   B. Explain the in-service point system.

      1. How many teachers participate and etc.
      2. How many teachers return to college during summer, for additional training.

   C. Report on in-service training program during current school year.

   D. Report on planned in-service training for next school year.

7. What else is happening at our school.

   1. Philosophy of extracurricular activity.
   2. Student government activity.
   3. Student publications.

      A. Yearbook (Number of students involved)
      B. Newspaper (Number of students involved)

   4. Extracurricular activities (Number of students involved in each and their accomplishments)

      A. Band
      B. Chorus
      C. Athletics
      D. Clubs; subject area, Service, academics, ham radio, etc.

   5. Community service organizations that function in our school.

8. School improvement at our school.

1. Federal project.

A. Philosophy
B. Goals
C. Accomplishments
D. Future Plans

2. Instructional Area

A. Articulation Program
B. Independent Study Program
C. Credit by Examination
D. Occupational Specialist Program

3. Physical Plant

A. Additions

a. Portables for N.J.R.O.T.C.
b. Floor covering in cafeteria
c. Grounds

4. Southern Association of Colleges and Schools Accreditation

a. List all recommendations the Association made at last visit to our school.

b. Report all action taken on recommendations made by the association since previous visit.

c. Future plans for improvement.

5. Unique features in our school.

a. Philosophy
b. Facilities
c. Scheduling

9. Our community school program.

Each item should include what was to be accomplished, what was actually accomplished, what are the plans for improving the programs. Also, state how many people participated and what were the outcomes of each program. For example, in our high school Review Course the objective is for the student to receive their High School Diploma, so state how many actively did.

1. Philosophy of community school program.

   A. Goals

2. Instructional programs (Such as typing, a/c, saving, etc.)

3. Recreational programs (Such as slimnastics, cake decoration, etc.)

4. Community serv ices (Such as Dial-A-Teen, voter registration, income tax assistance, etc.)

5. List all courses you plan to offer at your community school during the next year (1975-76). NOTE: Most any course may be added if there is sufficient interest.

10. Citizens' organizations in our school.

1. Local School Advisory Council

   A. Philosophy (Tell how someone may become a member also)
   B. Goals (Accomplishment of goals should be reflected in your activities)
   C. Activities (Accomplishment during present year)
   D. Future plans.

2. Parent, teacher, student association.

   A. Philosophy (Also tell how someone may become a member)
   B. Goals (Accomplishments of goals should be reflected in activities)
   C. Activities (Accomplishment during the present year)
   D. Future plans.

3. Band Parents Association.

   A. Philosophy (Also tell how someone may become a member)
   B. Goals (Accomplishments of goals should be reflected in activities)
   C. Activities (Accomplishment during the present year)
   D. Future plans.

4. Athletic Boosters Club.

   A. Philosophy (Also tell how someone may become a member)
   B. Goals (Accomplishments of goals should be reflected in activities)
   C. Activities (Accomplishment during the present year)
   D. Future plans.

5. Choral Parents Association.

   A. Philosophy (Also tell how someone may become a member)
   B. Goals (Accomplishments of goals should be reflected in activities)
   C. Activities (Accomplishments during the present year)
   D. Future plans.

11. Follow-up.

The recommendation is made that some systematic attempt be made by each school to collect data and determine what the public thinks of their school's annual report.

This can be accomplished by placing a questionnaire in the annual report package being mailed to parents. (See a sample questionnaire in appendix C page 1.)

APPENDIX B

a. Guidelines for Gathering Parent and Student Opinions about Your School

b. Parent Questionnaire

c. Student Questionnaire

d. Student Morale Scale Score Sheet

Guidelines for Gathering Parent and
Student Opinions about Your School

I. Selection of Sample

A. Size of sample — To determine the size of the sample for your school, do the following:

1. Determine the total number of students currently enrolled in your school.

2. If you have 1,000 students or less, then your sample size will be 200 (100 to take the student questionnaire and 100 to have the parent questionnaire sent to their homes).

3. If you have more than 1,000 students, then determine what 20% of your total current enrollment is and that number will represent the size of your sample.

Ex. 1,500 Current enrollment
x .20 (20%)
300

Of the 300 selected, 150 will be part of the student sample and 150 will be used to identify parents for the parent sample.

B. Selection of names for sample — To determine who will be included in the sample for your school, do the following:

1. If you have 1,000 students or more, then you would select every 5th student from your register of currently enrolled students.

This can be done by collecting homeroom registers and having a designated member of your (office) staff make the selection of every 5th currently enrolled student. Please emphasize that no substitutions are to be made. If a student is currently enrolled and his/her name is selected, then he/she is to be part of the sample even if there appears to be reasons for excluding his/her name.

Before you select your sample, number the lines on the Questionnaire Sample Form from one to whatever number of students is to be included in your sample.

As the students are being selected, gather the information about parents and the addresses only on students whose name corresponds to the even numbers. Only the parents of these students will be sent the questionnaire.

2. If you have less than 1,000 students currently enrolled in your school, do the following:

   a. Take the number of students enrolled in your school and divide this number by 200. Round out your answer. The number you end up with will tell you which students on the list you will select.

      Ex. If you have 560 students currently enrolled, then sample every 3rd student on your registers.

      $560 \div 200 = 2.8$ rounded to 3

   b. If you find that you still need more names to reach 200, then select every ——— name on the register. Make sure the number you select does not correspond with one already used.

   c. If you find that you have more than 200 names, then go ahead and include them all as part of your sample.

C. Determination of Instrument to be Given —

To determine who will receive which instrument (student or parent), do the following:

1. All students with even numbers assigned to their names on the Questionnaire Sample Form will be part of the student sample and will be given the student instrument (see instructions for administration).

2. All students with odd numbers assigned to their names on the Questionnaire Sample Form will be used for the parent sample. The parents of these students will be mailed a copy of the parent instrument.

II. Administration of Instruments —

A. Procedures for administering the student instrument

1. Have the person(s) in your school who is (are) most familiar with test administration and/or who generally administer county achievement tests such as the Stanford Achievement Test (SAT) be responsible for administering this instrument.

2. Ask the test administrators to follow the same standard procedures that they have used to administer achievement tests for the county when sampling procedures were used and all students were not being tested.

Suggestions:

a. Administrators should be familiar with the procedures they are to use and be uniform and consistent in the administration of the instrument.

b. As much as possible, students should be relaxed, free from interruption, provided with adequate work space, and provided with a properly lighted work area, etc.

c. Students need to understand what they are doing, why, and how they are to do it.

d. The instrument is not to be timed. Allow sufficient time for most students to complete it.

3. Instruments should be returned to a designated person for processing.

4. If the identified student is absent on the day the instrument is to be administered, then he/she is to be marked absent and will not be tested at a later date. Alternates will not be selected to replace absentees.

B. Procedures for administering the parent instrument

1. Method of Distribution - To distribute the instruments, mail them to the parents, making sure to enclose the two following items:

a. An empty stamped envelope with the school address.

b. A cover letter from the principal on school letterhead.

Note: For purposes of saving time, it is suggested that this questionnaire be sent by first-class mail.

c. A copy of the questionnaire.

2. Follow-Up Procedures - If a reply is not received within seven days, send a follow-up letter. Wait one more week for parents to return the instruments. After this time, total your results.

PARENT QUESTIONNAIRE ABOUT _____
(Name of School)

Instructions

Please answer each of the items on this questionnaire based on the way you feel about _____.
(Name of School)

GOALS OF EDUCATION

Persons have different reasons why they want to get an education. Please place a check (✓) in the column which expresses your own personal feelings as to the importance of each of the following goals of education.

GOALS	Most Important Goals	Important Goals	Un-Important Goals	Not Goals
1. To obtain satisfying employment				
2. To get along well with people at all levels of society				
3. To achieve financial success by learning job skills				
4. To attain self-satisfaction				
5. To develop skills to enable one to adjust to his/her environment and to change it when necessary				
6. To develop leisure time interests				
7. To attain competency in basic educational skills				

HOW DO YOU RATE _____
(Name of School)

Please place a check (✓) in the column that indicates your opinion about each of the following school characteristics.

CHARACTERISTICS	Extremely Good	Good	Fair	Poor	No Knowledge
1. Program of studies					
2. Extracurricular Activities					
3. Teachers					
4. Effective teaching methods					
5. School facilities (quality)					
6. School size					
7. Teacher-pupil ratio					
8. Instructional materials					
9. Class control (discipline)					
10. School administration					
11. District administration					
12. Student-teacher relations					
13. Student and teacher safety					
14. Racial relations					
15. Equal opportunity for all					

POSSIBLE MAJOR PROBLEMS CONFRONTING OUR SCHOOL IN 1974

Please place a check (✓) in the column that indicates your opinion about the seriousness of each of the following as a potential problem in _____ (Name of School).

POSSIBLE PROBLEMS	Extremely Serious Problem	Serious Problem	Less Serious Problem	Not a Problem	No Knowledge
1. Discipline					
2. Financial support					
3. Integration					
4. Getting competent teachers					
5. School size					
6. Teacher-pupil ratio					
7. Parents' interest					
8. Facilities					
9. Program of studies					
10. Substance abuse, e.g. drugs					
11. Vandalism					
12. Student morale					
13. Teacher morale					
14. Administration morale					
15. Too much student freedom					
16. Too little student freedom					
17. Student-teacher safety					
18. Student achievement					
19. Student responsibility					
20. Learning disabilities					
21. Teacher-administrator relations					
22. Students not completing high school					
23. Students entering labor market without saleable skills					

RESPONSIBILITY FOR SOLVING POSSIBLE PROBLEMS

Please examine the following list of possible problems confronting school in 1974. Indicate with a check (✓) your opinion as to where the major responsibility rests for solving such a problem

POSSIBLE PROBLEMS	Home	School	Home and School	Community	Home, School & Community	State or Federal	Other
1. Discipline							
2. Financial support							
3. Integration							
4. Getting competent Teachers							
5. School size							
6. Teacher-pupil ratio							
7. Parents' interest							
8. Facilities							
9. Program of studies							
10. Substance abuse, e.g. drugs							
11. Vandalism							
12. Student morale							
13. Teacher morale							
14. Administration morale							
15. Too much student freedom							
16. Too little student freedom							
17. Student-teacher safety							
18. Student achievement							
19. Student responsibility							
20. Learning disabilities							
21. Teacher-administrator relations							
22. Students not completing high school							
23. Students entering labor market without saleable skills							

SECONDARY PROGRAM PRIORITIES

Please place a check (✓) in the column indicating your opinion to the importance of each of the following for _____ (Name of School).

PROGRAM	Very Important	Important	Less Important	Not Needed	No Knowledge
1. Teaching students the skills of reading, writing, and arithmetic					
2. Teaching students how to solve problems and think for themselves					
3. Teaching students how to get along with others					
4. Teaching students to respect law and authority and to understand the reasons for them and how to change through legal means					
5. Teaching students the skills of speaking and listening					
6. Teaching students vocational skills					
7. Teaching students career exploratory					
8. Teaching students health, and physical education					
9. Teaching students about people and the world around them					
10. Teaching students how to act in competitive situations					
11. Teaching students an appreciation of fine arts and how to express themselves in various media					
12. Teaching students an appreciation of the humanities					

Place a (✓) check in the column that best indicates your opinion as to the value of each of the following programs. Duval County Public Schools offered these programs during the 1972-1973 school year.

PROGRAM	Absolutely Essential	Essential	Could Be Curtailed	Not Essential
1. Kindergarten				
2. Grades 1-12				
Basic Skills (reading and mathematics)				
Grades 1-3				
Grades 4-6				
Grades 7-12				
Other subject areas (e.g. social studies)				
Physical Education				
3. Vocational/Technical				
Grades 7-9				
Grades 10-12				
4. Continuing Education (Adult) High School Completion				
Vocational/Technical				
Community Interest				
5. Community School (extension of instructional program for all age levels)				
6. Summer programs				
7. Exceptional child programs				
8. Credit by exam				
9. Advanced placement				
10. Compensatory education (disadvantaged students)				
11. Drug Education				
12. Reading Remediation (supplement to basic program)				

THE STUDENT MORALE SCALE

_____ School _____

Date _____ Boy or Girl Grade _____

Directions: This is not a test. This booklet lists a series of statements about your school. Read each one and decide whether you agree or disagree with the statement. If you agree, put a capital A in front of the statement. If you disagree, put a capital D in front of the statement.

This is a part of a project being done at many different schools all over the country. No one at your school will see your answers; they will be collected and taken away right away. So answer as frankly as you can. You will probably find that you agree with some of them and disagree with others.

Remember: Do not answer the way you think you should, but the way you really feel.

_____ 1. Compared to most school buildings I've seen, this building is nicer.

_____ 2. There are many more audio-visual materials available at this school than at the average school.

_____ 3. There are too many rules and regulations at this school.

_____ 4. The people in this community want the schools to try out new educational methods and materials.

_____ 5. If there were more clubs here, this school would be a lot friendlier place.

_____ 6. All my teachers know me by name.

_____ 7. I look forward to Friday afternoons because I won't have to go to school for two days.

_____ 8. My school building is too large; it is too far to walk from one class to another.

_____ 9. Our library is not a very friendly place.

_____ 10. The principal of this school is very fair.

_____ 11. My parents feel the community is spending too much for education.

_____ 12. Most of my friends go to the same school that I do.

_____ 13. Most of my teachers laugh at my mistakes in class.

_____ 14. I'd rather go to this school than most.

_____ 15. My school is too crowded.

_____ 16. This school has helped me develop hobbies, skills, and interests I didn't have before.

_____ 17. There are not enough janitors in my school to keep it clean.

_____ 18. Teachers in my school get higher salaries than do teachers in nearby counties.

——— 19. Most of the students here aren't very interested in how the school athletic teams do.

——— 20. Most teachers here help me feel comfortable and at ease in class.

——— 21. Often I'm afraid that I'll do something wrong at school.

——— 22. This school building is the nicest I have ever seen.

——— 23. There is too much emphasis on the "three R's" at this school and not enough opportunity for students to develop their own interests.

——— 24. The guidance counselor here is helpful. (Leave blank if there is no guidance counselor in your school.)

——— 25. The parents of most of the students here are not very interested in the school.

——— 26. This school has just about the right number of students in it for me.

——— 27. Teaching is just another job to most teachers at this school.

——— 28. I would not change a single thing about my school, even if I could.

——— 29. This school building is old and run-down.

——— 30. Our homework assignments are fair and reasonable.

——— 31. There is too much supervision of students at this school.

——— 32. This school district spends more money on education than most school districts do.

——— 33. Sometimes I'd just as soon eat lunch by myself, rather than with the other students here.

——— 34. Most teachers at this school don't have any "teacher's pets."

——— 35. If it were possible, I would transfer to another school.

——— 36. If I were a teacher I would want to teach in a school like this one.

——— 37. Often I do more work and do it better than someone else, but I don't get any better grade for it.

——— 38. The principal of this school knows most of the students by name.

——— 39. Few of the parents attend school plays, sports activities, open houses, etc.

——— 40. The older children at this school are very friendly toward the younger ones.

——— 41. The teachers here are more interested in keeping the school bright and shiny than in helping the students.

——— 42. I am very proud of my school.

——— 43. Most of the classrooms in this school are drab and undecorated.

——— 44. At this school we can take subjects like Typing, Shops, and Music which are of special interest to us.

——— 45. The cafeteria here is too noisy.

——— 46. The people in the city (or county) I live in are very interested in having good schools.

——— 47. I wish that I went to a school which has fewer students than this one.

——— 48. Most of the teachers at my school are very friendly and understanding.

——— 49. I get scolded a lot at school.

——— 50. My school is a comfortable one.

——— 51. Sometimes the assignments we are given are not very clear.

——— 52. The janitors in my school do a good job.

——— 53. Most parents really aren't interested in how good our schooling is.

——— 54. There is a lot more "school spirit" here than at most schools.

——— 55. There is not a single teacher in my school who I could go to with a serious problem.

——— 56. I am lucky that I get to attend this particular school.

——— 57. This school building is just about the ugliest I have ever seen.

——— 58. My teachers use a lot of books, references, and audio-visual materials to help me learn.

——— 59. Students are likely to get severely punished here for small offenses.

——— 60. The leaders of this community have provided school facilities equal to those anywhere.

——— 61. I wish the other children at this school were friendlier to me.

——— 62. The principal and teachers here are properly appreciative when a student has done something outstanding.

——— 63. There is a lot of wasted time at this school.

——— 64. My school building is the only one of its kind in the country.

——— 65. The textbooks used in this school are pretty dull and uninteresting.

——— 66. Things are done at this school in a neat, orderly way.

——— 67. This school district doesn't spend much money on its schools.

——— 68. I nave many good friends at this school.

——— 69. Teachers do not seem to understand the needs and problems of students here.

——— 70. Each morning I look forward to coming to school.

——— 71. My school is often dirty and smelly.

——— 72. Our library is well-stocked with good books and many reference materials.

——— 73. The principal and assistant principal are too strict here.

——— 74. The P.T.A. at this school is very active.

——— 75. There is no place in this school for a student to be by himself to think through a problem.

——— 76. Students here pretty much get the grades they deserve.

——— 77. Many of my friends at this school would like to go to another school instead.

——— 78. There are many things in this school building which need to be repaired.

——— 79. The school work is too hard at my school.

——— 80. The assistant principal knows the names of most of the students.

——— 81. The community really supports our school.

——— 82. I don't like most of the other students at this school.

——— 83. Too many of my teachers are mean or unfriendly.

——— 84. I am ashamed of my school.

SM - Scale Score Sheet

_____ School _____

Date _____ Grade _____ Birthdate _____ Sex _____

Race _____ Teacher's Name _____ Religion _____

Father's occupation _____ Other _____

School Plant		Instruction		Admin., Reg., Staff		Community		Other Students		Teacher-St. Relat.		Gen. School Morale	
+	−	+	−	+	−	+	−	+	−	+	−	+	−
1.___	8.___	2.___	9.___	10.___	3.___	4.___	11.___	12.___	5.___	6.___	13.___	14.___	7.___
2.___	15.___	16.___	23.___	24.___	17.___	18.___	25.___	26.___	19.___	20.___	27.___	28.___	21.___
6.___	29.___	30.___	37.___	38.___	31.___	32.___	39.___	40.___	33.___	34.___	41.___	42.___	35.___
0.___	43.___	44.___	51.___	52.___	45.___	46 ___	53.___	54.___	47.___	48.___	55.___	56.___	49.___
4.___	57.___	58.___	65.___	66.___	59.___	60.___	67.___	68.___	61.___	62.___	69.___	70.___	63.___
	71.___	72.___	79.___	80.___	73.___	74.___			75.___	76.___	83.___		77.___
	78.___					81.___			82.___				84.___
ount up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's
um		Sum		Sum		Sum		Sum		Sum		Sum	

rand Sum. School Morale (Add 7 sems above) _____

hildren's PHN: Trust. _____ St. of Will and Rationality _____ Complexity _____

hildren's F Scale _____ Children's Social Desirability _____

ther _____ _____ _____ _____ _____ _____

STUDENTS' RESPONSE ON
THE STUDENT MORALE SCALE

Percentage of the 171 participants that indicated an individual item was a problem:

ITEM	PERCENT	ITEM	PERCENT	ITEM	PERCENT	ITEM	PERCENT
1.	3	22.	35	43.	32	64.	36
2.	15	23.	37	44.	3	65.	54
3.	50	24.	6	45.	32	66.	29
4.	33	25.	50	46.	20	67.	22
5.	27	26.	35	47.	36	68.	15
6.	14	27.	44	48.	21	69.	47
7.	11	28.	5	49.	12	70.	30
8.	6	29.	.5	50.	18	71.	6
9	61	30.	25	51.	70	72.	20
10.	19	31.	50	52.	8	73.	30
11.	13	32.	82	53.	34	74.	60
12.	25	33.	36	54.	47	75.	30
13.	10	34.	60	55.	32	76.	25
14.	7	35.	11	56.	17	77.	19
15.	36	36.	7	57.	3	78.	22
16.	46	37.	49	58.	21	79.	11
17.	13	38.	86	59.	39	80.	87
18.	96	39.	68	60.	31	81.	37
19.	48	40.	28	61.	50	82.	17
20.	36	41.	23	62.	19	83.	16
21.	.5	42.	23	63.	35	84.	11

If forty percent or more of the students indicated that a problem exists, it was determined that such a statement would be selected as a potential problem. (See pages 34,35,36 of report).

APPENDIX C

PARENT FEEDBACK QUESTIONNAIRE ON FIRST ANNUAL REPORT

You have been selected in a sample of parents to judge the worth of the Annual Report. After reading the report, please answer the following questions and place them in the stamped, self-addressed envelope which is enclosed. Thank you.

B. J. Ford, Assistant Principal
Edward H. White High School

1. After reading the Annual Report, I have a better understanding of Edward H. White High School and its programs.

   Yes _____ No _____

2. The Annual Report answered questions concerning Edward White of which I had previously been unaware.

   Yes _____ No _____

3. Do you feel that the Annual Report is worthwhile?

   Yes _____ No _____

4. Would you like to receive an Annual Report each year?

   Yes _____ No _____

5. After reading the report, how would you rate Edward White High School in its job of educating students? (check one)

   Excellent ____ Good ____ Fair ____ Poor ____ No Opinion ____

6. Did you find the report easy to read?

   Yes _____ No _____

7. Do you think the report is:

   Too brief _____ Too long _____ The right length _____

8. Which section of the report did you find most interesting?

   1 2 3 4 5 6 7 8 9 10 or 11

9. Which section of the report did you find least valuable?

   1 2 3 4 5 6 7 8 9 10 or 11

10. In our next report, would you like more information to be included on:

    a. Course offerings ____ e. Students' attitudes ____
    b. Program evaluation ____ f. Education cost ____
    c. Student activities ____ g. School policies ____
    d. Parents' attitudes ____ h. Guidance services ____
    i. Others (specify) _____

Comments _____

_____

MEMORANDUM

TO: FACULTY MEMBERS

FROM: Frazier M. Long

SUBJECT: Committee Planning

DATE: May 29, 1974

To insure continued improvement in the total educational program, advanced planning is a necessity. Facilitation of this planning requires the organization of committees consisting of as many faculty members as possible.

The committees listed possibly do not include all members of our faculty. If you are not included on a committee or committees and want to serve, contact the chairman and so indicate.

Forms will be given to all committee chairmen for the purpose of listing committee objectives. Please fill out one copy and return to me. Keep duplicate copy for your committee file.

I will meet with departmental chairmen during the first week of June and outline procedures for departmental evaluation for this year and departmental plans for 1974-1975.

FORMAL SHEET FOR FACULTY COMMITTEE REPORT AND PROCEDURES

A. Instruction C. Community E. Teacher-Student Relations

B. School - Rules & Regulations D. Student-Student Relations

COMMITTEE CHAIRMAN _____

MEMBERS: 1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

PROBLEM SELECTED _____

_____

_____

OBJECTIVE TO BE ACCOMPLISHED _____

_____

_____

PLAN AND/OR PROCEDURE FOR SOLVING OR COMPILING RECOMMENDATION THAT YOU FEEL WILL REDUCE THE PROBLEM AND COMPLETE THE OBJECTIVE.

RESULTS: A technical report may be written following this format with the body of the report being detail information about program and project that helped to accomplish the objective. For project and program, there should be a plan of evaluating their effects.

COMMITTEES - PROBLEMS IDENTIFIED FROM STUDENT SURVEY

* Temporary Chairman

A-1. Our library is not a very friendly place.

Brown, Mary	Burroughs, James	English, Rosemary	Gaines, Richard
Horton, Jackie	Jenkins, Bob	Lanning, Frances	McCance, Roy
Suits, Beverly	Long, Frazier	* Jones, Emma Lou	Dennison, Susan
Hinson, Pat	White, Shirley		

A-2. Development of hobbies and special interest skills is needed.

Bland, Norma	Fletcher, Dorothy	Gingras, Mary Jo	Guire, Natalie
Hinson, Pat	Moore, Susan	Nail, Dan	Van Horn, Mary Lou
White, Eugene	Wright Rosella	Brown, Ray	Collins, Kay
* Mosley, Jim	Lewis, Ted		

A-3. Some students receive better grades for same work than I receive.

Davis, Carole	Dinsmore, George	* Gaskin, Linda	Kelly, Vickie
Lauwaert, Jerry	McMinn, Bob	Norris, Gloriden	Collins, Kay
McGauley, Sam			

A-4. Students feel they don't know what is expected of them - assignment, etc.

Bonds, Lee	Bunch, Ed	Cooksey, Jane	* Hayes, Ed
Mitola, Barbara	Potfay, Sharyn	Scott, Tom	Ginn, Mildred
Guire, Natalie			

A-5. Textbooks are out of date.

* Ginn, Mildred	Griner, Sally	Jones, Jerry	Maske, Lonnie
Salary, Marva			

B-1. Too many rules and regulations.

Brinkley, Roger	DeAngelis, Mary	Edmunds, Eddie	Geilen, Laurie
Hague, Sally	Hawkins, Linda	* Hespe, Sandy	McRee, Mike
Qualls, Wayne	Crump, Dick		

B-2. Too much supervision of students.

Cason, Connie	Farley, Nat	Harley, Betty	Hinson, Grace
Jenkins, Bob	Marble, Rosemary	* Strain, Myrna	

B-3. The principal and assistant principal don't know students by name.

Cooksey, Jane	DeAngelis, Mary	Doar, Dan	* Gaines, Richard
Hawkins, Linda	Norris, Gloriden	Suits, Beverly	Long, Frazier

B-4. Fairness of punishment.

Harley, Betty	Jones, Jerry	Podein, Walter	Rotenberry, Diane
Tolbert, Carole	Conroy, Fran	Qualls, Wayne	McMinn, Bob
Hayes, Ed	Farley, Nat	*Pittman, Betty	Forrest, Harold

C-1. Teacher receives higher salaries here than in other counties.

Boris, Virginia	Davis, Carole	Forrest, Harold	Bryant, Mary
Lang, Susan	*Plemmons, Jan		

C-2. Parents are not interested in the school.

*Lauwaert, Jerry	Pittman, Betty	Peters, Pete	Singletary, Jan
Plemmons, Jan	Walker, Annetta		

C-3. This district spends more money than most school districts on education.

Lanning, Frances	Primerano, Charles	Richardson, Derrell	*Summerlin, Jim

C-4. Few parents attend school functions - plays, sports events, open house, etc.

Britton, Aileen	Gorman, Pat	Hill, Marilyn	O'Connor, Maggie
Jones, Juanita	Jones, Emma Lou	Walker, Annetta	Summerlin, Jim

C-5. The PTSA is not very active in this school.

Summerlin, Jim	Hayes, Ed	Horton, Jackie	Ledbetter, Wayne
Qualls, Wayne	Atkinson, Renee	*Kelly, Vicki	Hart, Carolyn

D-1. Most students are not interested in how their school teams do in sports.

Geilen, Laurie	Hart, Carolyn	Hillman, Evelyn	* Forrest, Harold
Moore, Ray	Platt, Carolyn	Tolbert, Carole	Jones, Juanita

D-2. There is "less school spirit" here than in other schools.

Bradwell, Clarice	Turner, Linda	*Cameron, David	Perry, Mary Ann
Pittman, Betty	Rotenberry, Diane		

D-3. Students need to be more friendly to other students.

Bonds, Lee	*Cason, Connie	Gallon, Henrietta	Gorman, Pat
Synder, Georgia	Atkinson, Renee		

E-1. Teaching is just a job to most teachers here.

Fletcher, Dorothy	Gaskin, Linda	* Howard, John	Jones, Mary
Ledbetter, Wayne	Robertson, Nancy	Scott, Richard	Wolfbrandt, Oscar
Whitten, Pat	Mosley, Jim		

E-2. Teachers at this school have "teacher pets".

Boris, Virginia	Chapman, Frank	Gingras, Mary Jo	*Johnson, Rosetta
Synder, Georgia	Suits, Beverly		

E-3. Teachers do not understand needs and problems of students.

Brackett, Marsha	Geilen, Laurie	Hague, Sally	Ledbetter, Wayne
Lahey, Connie	Scoles, Wendell	Scott, Tom	*Turner, Linda
White, Eugene	Woods, Virginia	McGauley, Sam	

COMMITTEE 4-A FINAL REPORT

Note: This committee was asked, because of the nature of its problem, to make an effort early in the year to attack the problem and make an early report.

The Problem to be Investigated: "Students feel that they don't know what is expected of them; assignments, etc."

Committee Members: Faculty - Ed Hayes, Chairman
Barbara Mitola, Sharyn Potfay
Natalie Guire, Tom Scott
Mildred Ginn, Terry Jarrett
Students - Sharon Scribblen, Susan Silvers
Howard Doakes, Anthony Washington

The committee decided to identify the problem in a more detailed manner by initiating a survey questionnaire. This questionnaire would be presented to all classes taught by the committee members or classes in which committee members were enrolled.

The committee agreed on eight penetrating questions which might yield information pertaining to the problem.

Each student had the option of selecting "always", "sometimes", or "never" in response to each question. They could also make specific comments if they thought they were appropriate.

A total of 850 students participated in the questionnaire. The questions and results are as follows.

QUESTIONS	Percentage of Responses		
	Always	Some-times	Never
1. Do you know the over-all objective of the courses you are enrolled in?	33	63	4
2. Are assignments made clear by teacher?	33	64	3
3. Are you able to see a relationship between assignments and the over-all objective of the course?	25	65	10
4. If assignments are not clear, do you ask for clarification?	34	61	5
5. Is there a teacher available when you need help?	45	48	7
6. Have you read the student handbook?	35	52	13
7. Did you understand the handbook?	53	39	8
8. Do you encounter problems in the use of unstructured time?	8	32	60

The high percentage of the "sometimes" category indicates an "unsureness" on behalf of many students. We make the following recommendations.

1. That each teacher, at the beginning of each grading period (each 9 weeks), spend some time discussing this problem of communication with their classes.

2. That each teacher either select or let the class select a student in each class that would recite the assignment at the end of

each class. This would give the teacher an opportunity to clear up any misinterpretations and vague assignments before it is too late.

3. That each teacher encourage the class to set up a voluntary "Buddy System" to help students get information by phone when one is absent.

4. Make part of the assignments be that the student relate each assignment to the over-all objective of the course. This practice will keep the "target objective" foremost in the student's mind and keep teachers from making "busy work" assignments.

5. In student comments, the most often comment involved the "sarcastic" remarks by teachers being the most detriment to communication. Therefore, we as a committee, ask teachers to please refrain from being sarcastic as much as possible since it does not seem to enhance the instruction of students.

The above report was made to the faculty at a regular faculty meeting. The faculty accepted the recommendations and resolved to apply them as part of their teaching methods. The faculty did ask that on the evaluative questionnaires (to be given at the end of the third grading period), when the response is negative, that the student state the teacher's name and the cumulative score on each teacher be reported only to that teacher.